
DESIGNS for PERSONALITY



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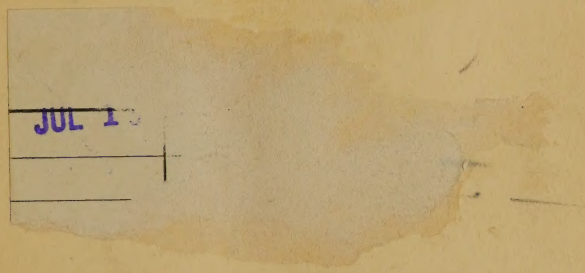
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DESIGNS FOR PERSONALITY

PERSONALITY is a living, ever-changing tapestry. Its warp is fashioned out of our human potentialities; its woof is spun from the world of people and things. We weave the pattern as we live from day to day.

Our democratic social order is the product of humanity's experience in building an environment in which we may all achieve self-realization through the weaving of rich and well-integrated patterns of personality.

If all that is known about the human personality were applied in planning and directing our lives, there would doubtless be as momentous changes wrought in them as have already been effected in our physical environment.

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DESIGNS *for* PERSONALITY

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Preface

The obvious need for helping pupils to become oriented in new school situations as they progress from one level to another is generally recognized. The various ramifications of the problem from a broad guidance point of view are not always so clearly seen, however. The guidance needs of adolescents relate not only to the best use of school and other life opportunities in immediate experience, but also to the development of skill in self-direction for adult living in the years ahead.

The modern school program has grown out of a recognition of these needs of youth and of the responsibility of the school for helping each pupil to achieve all-round development through the realization of his best possibilities as a unique individual and as a citizen in a democracy. The guidance program in the modern school serves this end through helping pupils to make choices and adjustments more intelligently in an increasingly complex and changing environment.

The group approach to the study of many aspects of life planning and adjustment has grown out of the recognition of the need for serving all pupils, not just the maladjusted, with the greatest possible efficiency, and of the desirability, from the mental hygiene viewpoint, of studying many adjustment problems as common human problems which confront different individuals in varying combinations and settings. Foundations are thus laid for more effective counseling with individuals.

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Any teacher or counselor who has had experience in group-guidance activities will be aware of the need for a nonpreachy, interesting approach to the study of choices, adjustments, and other problems of normal, flesh-and-blood high school students. Moreover, it is important to see guidance as a continuous process, not merely an event, in which the same principles of learning are utilized as in other aspects of growth with which the school is concerned. *Learning by doing* is one of these basic principles. The *doing*, however, should be challenged by interest and a sense of need and purpose to be met through the doing.

The effort has been made to apply these principles consistently throughout this volume and the two others in this series. All three are the outgrowth of much group-guidance work with high school students. A variety of informal discussions has been introduced to lead the student to an awareness of his problems and to a recognition of the major issues involved. To enlist the student's efforts in numerous types of learning experiences, many suggestions are given of interesting things-for-students-to-do-to-find-out. The wide variety of group and individual activities outlined or suggested allows for adaptation to varying individual needs and for the shared benefits which may accrue from the pooling of experience and learning in co-operative class projects. For each guidance problem formulated and studied, it is important that the student develop needed plans and do something about them, not merely study about them. Many of the suggested activities serve this purpose. Emphasis is placed on the need for regarding all plans as tentative and subject to continuous revision. Guidance for self-direction thus becomes a process of learning to learn more effectively in ever new situations.

In the first volume of the series, *School and Life*, the problems typically encountered by students in their first year in high

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school have been included. These are problems of real life, for all problems encountered by students both in and out of school are held to be life problems.

In *Designs for Personality* the student is guided toward wholesome, objective self-appraisal by thoughtful observation of the people about him in his daily living, and by tolerant evaluation of the effectiveness of their varied types of behavior and life adjustment. Through this study he is led to see himself as an integral part of this social milieu and to recognize his own adjustment problems as common human problems merely in individual settings. Opportunity is then afforded, first, for evaluating many of the false and pseudo-scientific systems of personality analysis and, second, for engaging in a series of experiences designed to help him to take advantage of sound, reliable methods of self-study.

After sketching a tentative picture of the personality he wishes to develop—his design for personality—based upon realistic rather than wishful thinking, he faces the problem of how he can work effectively to build this growing self in harmony with the pattern he has designed and the demands of an ever-changing world. Next, he is brought to a consideration of what he wants of life and of how he may plan and work effectively for the realization of significant life goals. Lastly, he is led to face the problem of how to develop a growing life philosophy which may serve as a means of intelligent self-direction throughout life.

In the third volume, *Beyond High School*, the student is invited to face and to study realistically the major perplexities which he will encounter when high school days are over. These problems include continued training and adjustments in various adult activities—home, vocation, leisure-time, and social-civic activities.

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To utilize these materials effectively, the administrator, counselor, instructor, or home-room teacher needs to consider carefully certain implications of a functioning group-guidance program. No one pattern of organization can be assumed to be most desirable. The total organization of the school naturally conditions each aspect of the total program. Group guidance may be centered in the home room, in regularly scheduled group-guidance classes, or it may be incorporated into one or several areas in the school curriculum. In schools where certain units of activity constitute the core of a pupil's program, guidance projects of the sort dealt with in these volumes may serve as valid centers of interest or activity units. Any one school may require a combination or variation of any of these general types of organization.

Whatever the setup, however, group guidance should serve as an agency through which a truly functional guidance program can operate to meet the needs of students. Among the requisites for such a program are the following:

1. The group-guidance instructor must really know his students if he is to adapt the materials to their interests and needs and not merely use them in a routine fashion. He must know what is happening to the student outside the guidance work—in school, home, and community. He must see him as the product of his past experience and must, co-operatively with the student, try to envisage the person he is becoming.

2. A spirit of mutual co-operation and friendly helpfulness should prevail in the group-guidance enterprise. It should be a place where students are guided in the study of vital life problems which they, themselves, must meet and solve, not a place where meaningless tasks are imposed, or where ready answers to life problems are dispensed.

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3. Group guidance and counseling should be closely related in a functional way. Many individual aspects of the problems studied should be carried forward through interviews for which foundations have been laid in the group work. The understandings achieved by both counselor and student should be used in objective, impersonal ways to enrich and enlighten the group-guidance program. This result can usually be achieved most successfully when the group guidance and counseling are carried on by the same person for a given group of students.

4. Each student's experiences should be co-operatively planned in broad and tentative outline by all educational workers who touch his experiences, and the student should be an active participant in this process.

5. Group-guidance activities must be centered in real life problems of students if the experiences involved are to be meaningful, and are to contribute to the guidance objectives of improved adjustment, desirable growth, and increased power of self-direction.

These implications and others are considered in greater detail in the *Teachers' Manual* which accompanies this series.

The writers wish to acknowledge the helpful assistance of Emma Bee Mundy, Head of the Science Department, John Muir Technical High School, Pasadena, California, who collaborated in the preparation of Chapter III. They wish also to express their appreciation to the many colleagues and students who have read and criticized various chapters.

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HAROLD C. HAND

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CHAPTER I

Can You Find Yourself Here?

The gong signaled the end of the sixth period at the Newson High School. Bob Dana slipped quickly away from the crowd of students pouring into the halls and settled down on a bench in a secluded corner of the garden. For a few minutes he scribbled industriously in his notebook. Occasionally he gazed off into space and frowned, then vigorously made an erasure and a new entry.

Virginia Barker spied Bob as she rushed out of the gymnasium; she halted and then sauntered casually toward his retreat.

"What's the big idea, Bob?" she queried.

"Just trying to solve a puzzle," growled Bob, "and I can't fit some of the pieces together."

"Let's have a look," said Virginia, as she sat down on the bench beside him and reached for the notebook. "H'mm, trying to make a social register for the four hundred?"

"Worse than that. I'm making up this year's committee list for the class meeting tomorrow."

"Well, fame has its price. That's what you get for being our revered class president!"

"Be a good sport and help me out," groaned Bob. "I never realized people were so complicated until I tackled this job. Just as soon as I decide to put someone on a committee, I think of some reason why he won't fit. Here's Ted Sands.

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Everyone likes him, and he'd make a swell program chairman for our class assemblies in lots of ways. He has plenty of ideas and pep, and he'd help to put real punch into the programs, but you never can tell when he'll fail to show up at a committee meeting or forget to ask a speaker. He's sure to slip up on something."

"Yes, and it's the same way in classes. He didn't have a report ready for our civics class on Tuesday. Miss Beach told him that he hadn't grown up yet and learned to be dependable. Ted just grinned, but I noticed he sneaked over to the library that afternoon, and he had a slick report next day."

"But we can't postpone our assemblies if he falls down on a program."

"What about Jack Baker?"

"I've just about decided to move him up as chairman. He's one person you can depend on to come through. If Ted will really work on Jack's committee, we ought to have some live programs."

"I'm surprised at your choice for social affairs chairman. Why didn't you put Dorothy Carr there?"

"You weren't here, Vi, when she was sophomore class president. If you had been, you wouldn't ask that question. It's a queer thing. Dot's a topnotcher when she's just one of the bunch. But when she was class president she lorded it over us so much that we nearly had a revolution. She insisted on having her own way and didn't seem to know how to make the rest of us want to follow her."

"Oh well, Mary Bates will turn the trick. She's the best all-round person in school. I wish I could do all the things she does and get as good marks too."

"And she's plenty popular with the fellows. Doesn't need to fish for dates."

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"Not so you'd notice it, old dear, but you appear to need glasses," teased Virginia.

"Meow!"

"Just to heap coals of fire on your head, Sir Galahad, I shall add that Mary is one of the best dressers in school—clothes always appropriate to the occasion; neat, clean, well cared for, and never too conspicuous. She always looks well-groomed and doesn't appear to think about her make-up or clothes. Now, you can't say that's catty!"

"You win. Let's see how you size up the committee members I've given her."

"Clarence Daken. A grand dancer, but always playing the clown and getting into scrapes. He never keeps at one thing long enough to accomplish anything. Reminds me of my kid brother, who tries to get attention by acting funny."

"Yes, but Clarence is a live wire, and he'll offset Mary's mildness. She can keep him in line if anyone can."

"Why the tough guy?"

"Harry Mack? He's not as tough as he acts. He was a mere babe in arms two years ago, and he's just lately taken to acting hard-boiled. Must be trying to make himself think he's grown up. Harry is very suggestible. If we can swing him on this committee, we may be able to handle his tough gang better at our parties. All I hope is that Mr. Everett doesn't blackball him."

"Better explain your move to Mr. Everett, or he's likely to rule Harry out just as you did Clark, if I'm half a detective." Virginia examined the paper carefully.

"Yes, I did erase Clark's name. I put him on at first because he works his head off behind the scenes on any affair. But you know how he's disliked as teacher's pet and an easy mark. I sometimes wonder if he doesn't work so hard to get praise

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instead of to be helpful. We need a strong social affairs committee this year, and I don't want to risk putting him on."

"Dora's a honey for that work. She'll kid the high-hats along and keep everybody happy."

"She's good at that, all right."

Virginia studied the list again. "How about Snag Harris with his boasting and risqué stories?"

"I just started to erase his name as you came along," said Bob. "It's too bad about Snag. He's a peach of a writer and would be great on the publicity committee, but there's no room for anyone else when he's around. Besides, we have to have Betty Davis on that committee. She's the best writer in school, and she'd walk out on Snag the first time he peeped."

"Betty is a bit thin-skinned, almost selfishly so. But I don't much blame her when it comes to Snag Harris. Speaking of angels, here comes Dorothy Carr. Better put up that list and tell me how the plans for the carnival are coming along."

* * * * *

The problems with which Bob Dana was wrestling are ever-present human problems wherever people work or play together. Each of us has noticed some of these quirks in others, and may have been annoyed or amused by them. Are we as likely to notice them in ourselves?

The quaint old adage, "All the world is queer but thee and and me, dear, and sometimes I think thee is a little queer," expresses a common human attitude toward self and others. The truth of the situation would be more accurately expressed in the statement, "Everyone, including you and me, is a little queer." These queernesses often prevent us from doing things we wish to do or deprive us of well-earned recognition because of the ways in which they annoy or antagonize others. Again,

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IN WORK, IN STUDY, AND IN PLAY, IT IS IMPORTANT TO KNOW HOW TO GET ALONG
WELL WITH OTHERS.



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they may warp our own attitudes in ways to rob us of satisfactions and happiness.

The poet Robert Burns voiced a common human need when he wrote:

O, wad some Power the giftie gie us
To see oursels as ithers see us!
It wad frae monie a blunder free us,
An' foolish notion.

Of course, this plea should apply to our strong and desirable points as well as to our undesirable weaknesses. Throughout this book we shall consider both kinds of traits with a view to helping you to learn more about yourself and to discover ways of working intelligently toward the sort of personality you wish to have.

Look for your own traits in others.

A good place to start studying human traits is among people we see about us every day, observing their behavior casually and tolerantly, not to criticize or poke fun, but rather to appraise its effectiveness and to discover behavior patterns similar to our own. Such a process often reveals more knowledge of self than the direct inward look, since we are prone to camouflage our weak spots in ways to deceive ourselves.

It often proves easier to face a weakness in oneself if it is first discovered in another. We then realize that we are not unique in having the difficulty. A fact to bear in mind as we observe the behavior of others is that we are often annoyed by traits or tendencies in others which we secretly or even unconsciously dislike in ourselves. The recognition of this fact, as we analyze our reactions to others, will often give us clues to a better understanding of self.

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A basic attitude in any study of personality is embodied in the saying, *Tout comprendre c'est tout pardonner*. (To understand all is to pardon all.) Each of us is the result of many influences, inner and outer, which have been working together through the years to make us what we are. Could we understand all of these influences in any life, we would, presumably, understand exactly why a person acts as he does in any particular situation. But since such complete understanding is impossible, we must judge ourselves and others in the light of incomplete knowledge. Recognition of this fact should lead to a tolerant attitude toward faults both in ourselves and in others.

We should beware, however, of developing an attitude which would lead us to explain everything in terms of forces beyond our control. Understanding and insight carry with them power of direction. Our task as human beings is two-fold—to achieve the insight and to develop the skill in self-direction which will prevent us from being led blindly by fate and which will open the way to intelligent self-mastery and self-direction.

At this point let us stop to observe a few people for the purpose of discovering some traits of ourselves and our associates. As you read the following descriptions of different persons, consider which of their characteristics are likely to be handicaps and which aids in happy and effective relationships with others. Also, note which of your friends or associates are called to mind by various descriptions. Which descriptions remind you of yourself in some way? Have you ever known people like any of the following?

Hazel often has temper tantrums when she is prevented from having her own way. During one of these tantrums she is likely to throw books or other articles about and argue loudly, or throw herself on the floor or davenport and scream. She is

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good-looking and usually acts friendly and vivacious. Also, she plays an excellent game of tennis but does not always show good sportsmanship when she loses. She has good mental ability, but she often falls down on a difficult or exacting task.

Don is always "knocking" something. He is sure to be "agin" anything which has the sanction of authority, and he frequently acts grouchy. He is unselfish about his possessions, and exceedingly loyal to his friends.

Ethel is conscientious and industrious, but she acts painfully timid and self-conscious when with others. She continually expresses distrust of her ability to succeed in any new task.

Herman is extremely selfish and self-centered. He never loans his possessions; he tries to turn situations to his own advantage, and he often gives evidence of envy or jealousy over a friend's good fortune. He does excellent school work. On week ends he does odd jobs which have netted him a bank account to use for college. He has few friends and does not seem to care much for people except as they serve his purposes.

Martha believes that card-playing and dancing are sinful. She is openly intolerant of classmates who engage in these activities. She is co-operative with those whose beliefs agree with hers.

Charles is likely to postpone difficult or unpleasant tasks. He makes all sorts of excuses for not doing things he is supposed to do. He usually has an alibi which excuses him from blame or responsibility when his performance in any activity is not what he would like it to be. Charles is jolly and good-natured, and his disposition is contagious when he is with a group.

Alice continually daydreams in the study hall, in the library, and in her classes. She neither dances nor engages in any sports, but she does study enough to do fairly good work. She has ambitions to be a musician but cannot afford musical training

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at present. She is self-conscious, timid, and has few friends. Her parents are poor, and at home Alice helps a great deal with the younger children and the housework when her mother goes out to work. She makes her own clothes and dresses neatly.

Jack is forever performing clownish tricks or shoving, poking and pinching students seated near him in class. When faced with a responsibility, however, he frequently comes through with flying colors and forgets his childish pranks. He is much smaller than the other boys and is often teased and treated like a child. He "pals" more with his dog than with any boy or girl.

Hester is vivacious and friendly, is helpful and kind with the younger children in her family, and is thoughtful of others with whom she associates. She usually looks untidy and poorly groomed. Her clothes are likely to be soiled and wrinkled, her fingernails dirty, and her hair unkempt.

Melvin is extremely honest and straightforward. He has the courage to be on the unpopular side of an argument if his convictions lead him that way. In a group he appears awkward and self-conscious, and he never seems to know how to be one of the crowd.

Jane will sacrifice much in personal comfort or personal advantage for her friends. She is somewhat of the "ivy" type in liking demonstrations of affection, and is always seeking social approval.

Barbara has unusually good mental ability, is systematic, and does excellent school work. She is prone to poke fun at students who are unable to do things as well as she and to make catty remarks about them behind their backs.

Peter is usually ill on examination days and stays at home or has to be excused from school. He is much interested in his radio hobby and gives a great deal of time to the radio club which he helped to organize.

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Jennie wears flashy clothes and much make-up. She is loud in her manner. She is generous and kind-hearted and will go out of her way to help a friend.

Willard is unpleasantly aggressive when in a group. He tries to hold the floor in conversation and is critical of the suggestions or plans of others. He is clever and resourceful and makes many interesting suggestions, but his attitude usually antagonizes others so much that they rarely accept his ideas.

Mabel works regularly and conscientiously at her studies. She practices an exaggerated courtesy and is usually over-



DICK

HAZEL

WILLARD

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polite. She is not popular with the other students, though they respect her for her good work.

Gwendolyn is good-looking, dresses neatly and appropriately, and is clever in conversation. She is an only child who has not learned the give and take of working and playing with others. She usually tries to occupy the center of the stage. When things do not go her way and she has to step aside for someone else, she sulks and refuses to co-operate.

Holland acts "tough" and frequently bullies younger and smaller boys. He uses much profanity in his conversation and tells a good many questionable stories. He is generous and loyal at heart and capable in his studies. He has a few good friends



ALICE

JACK

MIRA

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who have been able to see behind his crude exterior and who enjoy his finer qualities, but he antagonizes most of the students and is excluded from clubs and special parties.

Anna is interested in other people and likes to know how they think and feel. She can readily draw others out in conversation and usually says what she thinks without hurting anyone's feelings. She does mediocre school work. She is not making college-recommended grades, though her parents wish her to attend college. Anna wants to be a nurse.

Alex is habitually late to classes, appointments, and social functions. He is forever getting into embarrassing situations, but he never blames others for his difficulties and faces the music when he makes a mistake.

Mildred is a good athlete who has won several letters in sports. She is likewise a good loser. She is uniformly cheerful and always seems interested in others. She makes others feel that they really are important. She is rather unattractive-looking, but she is popular and has many friends. She can always be depended upon to work loyally and hard for a school project or other good cause.

John is friendly and sociable. He always seems anxious to please others and readily enters into whatever a group is doing. He has joined a small club whose members think it is smart to stage drinking parties. John had an automobile accident driving home from one of these parties, and many of his former friends are now refusing to go out with him. He has become disturbed over the attitude of these former friends, but he lacks the courage to withdraw from the club, fearing that the members will poke fun at him.

Archie is openly defiant of authority. When his mind is made up, he stubbornly refuses to change his opinion and is likely to want to take the opposite view of suggestions made by any-

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one. He frequently violates rules or accepted practices. He is a good friend, however, and shows his pleasure and appreciation when something nice happens to one of his friends.

Mira is snobbish with everyone except a small clique of friends, which changes in membership frequently. She talks a great deal about the things she has done or seen and assumes the "sour grapes" attitude toward the new possessions or the activities of her friends, who soon tire of being her satellites. She loses her temper easily and is likely to hold grudges. She is good-looking, dresses well, and is an excellent dancer, but in spite of these advantages is not popular with the boys.

Sarah is forever talking about minor illnesses and indispositions, and dates many events from the time when her tonsils were removed. She talks incessantly and never really listens to what the other person says. She cooks and sews excellently and is a handy person on a camping trip, but she is rarely invited to go because others tire of her self-centered talk.

Dick seems to take pleasure in hurting others physically or in injuring their feelings. He is continually biting his nails, scowling, and clearing his throat. He does very good school work, but is not conceited about the fact.

Jessie has learned to give as well as take. She always does her share of work or of paying expenses. She usually contributes much to the good time of any group with which she is playing. *Jessie* has one very bad fault, however; she becomes emotionally upset over trivial matters and broods over criticism for some time. As a result, she sometimes temporarily excludes herself from a group.

Ralph has many accomplishments. He dances, swims, plays tennis and golf, all in excellent form, reads widely, and is an interesting conversationalist. He plays the violin and piano, and sings well. He has built his own speedboat, which is the

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source of much pleasure for him and for his friends at the beach on week ends. Usually he does acceptable school work, but he occasionally accomplishes almost nothing for a time. He becomes pessimistic and depressed without apparent cause. When he comes out of these periods, he is likely to be elated and overoptimistic. His friends never know when the moody spells will appear.

* * * * *

These snapshot pictures of individuals portray only a few of the more common ways in which we may annoy or antagonize our associates and cut ourselves off from desired activities. No doubt you have noticed that each person described revealed some likable and attractive characteristics. Unfortunately, however, our less desirable tendencies often stand out in bolder relief than the likable ones. Because of this fact we have stressed these personality liabilities rather heavily at the beginning of our study.

In observing your friends and in studying yourself, never forget that everyone has both strong and weak traits. The task of improving personality is twofold: (1) to detect, analyze, and overcome one's handicaps; and (2) to discover and develop one's desirable qualities.

In starting the process, the following activities should prove helpful and interesting. Prepare in your notebook a chart similar to that on page 15. Think of all the characteristics revealed in the pictures of the persons described on pages 7-14. Then enter in column 1 the qualities which you would classify as handicaps, or liabilities. In column 2 list the favorable characteristics, or assets, of these people. The traits listed in the chart are drawn from the descriptions of Hazel and Don on pages 7-8. Several other entries for each of them could be made

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in each column. Reread all the descriptions and make your lists as complete as possible.

Note. In this book you will find a number of chart forms which you are asked to reproduce in a notebook. By following the directions given for making the charts, you will have ample space for all items that should be entered. You should not, of course, write in the charts shown in this book.

1	2
Personality liabilities	Personality assets
Temper tantrums	Friendliness
Poor sportsmanship	Unselfishness
Lack of dependability	Loyalty to friends
(Rule as needed.)	

Be prepared to explain your groupings in class discussion. This procedure may reveal differences of opinion about some traits. After checking your judgments with those of your instructor and classmates, you may wish to change or increase your lists.

As a next step, prepare a chart similar to the one at the top of page 16.

In the proper columns, enter personality liabilities and personality assets of which you are aware in ten associates whom you will choose for study. In the section devoted to your associates, you may wish to use symbols to represent different individuals so that their names will not appear on your chart.

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1	2
Personality liabilities	Personality assets
My associates (Provide needed space.)	My associates
Myself (Provide needed space.)	Myself

After each statement of a characteristic, enter the symbol of the person to whom the trait belongs.

In the lower part of the chart, appraise your own characteristics. If your list is weighted heavily with liabilities and lightly with assets, you are probably overcritical of yourself and need to overcome this tendency. If you have listed almost no personality faults for yourself, it may be that you are not yet able to admit your own weaknesses.

A class personality list may be made by combining all of the characteristics entered by individuals in each column in this chart. Such a class list should help to clarify your ideas of the behavior patterns which are likely to serve as helps and as hindrances in establishing happy relationships with others.

We hope that here and there you have caught numerous fleeting reflections of your personality as you have read this chapter and carried out the suggested activities. How can you gain clearer and more detailed pictures of yourself both as you are at present and as you may be in the future? And, having learned more about yourself, how can you apply this knowledge? What makes you what you are? Can you, by well-directed effort, change yourself into the kind of person you wish to be? How can you build the most worth-while and satisfying life?

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We shall deal with these problems and others related to them throughout the rest of this volume.

HELPFUL READING

GROVES, ERNEST R., *Understanding Yourself: The Mental Hygiene of Personality*, pp. 5-24.

SEABURY, DAVID, *What Makes Us Seem So Queer?* pp. 3-21, 37-81.

CHAPTER II

What Are Your Pictures of Self?

Jane Markham is a rather small, plain-looking girl. She has an older sister who is unusually attractive in appearance and vivacious in manner. When she was very young, Jane heard her mother exclaim to a friend, "How homely Jane is!" As she grew older, comparisons of herself with her more attractive sister added to Jane's mortification, causing her to develop an unfavorable, exaggerated picture of her appearance. She became self-conscious and shy, and made no effort to be friendly with others. She felt certain that other people would not like her. In her daydreams, however, she was like her sister, beautiful and popular.

In a conference with her counselor in high school, Jane revealed her feelings of inferiority and discouragement. The counselor helped her to see the effect that her distorted views were having upon her whole personality. Together they planned ways in which she might help herself to be more attractive in appearance and gracious and friendly in manner. Jane also began to discover more important assets than an attractive appearance. She improved in her studies, developed skill in tennis, swimming, and dancing, and made some satisfying friendships. All of these accomplishments increased her self-confidence and self-respect. Before long she was enjoying real life, and her former daydreams became unnecessary.

WHAT ARE YOUR PICTURES OF SELF?

Oftentimes, however, instead of magnifying a weakness or difficulty as Jane did, we fail to face it.

Chester Starr, an only child, had been pampered and spoiled by his admiring parents. At home he was the center of attention. Early in life he learned to manage his parents in order to gratify his desires. When he began to play with other children outside the home, he used the same tactics but with less success. Instead of benefiting from many unhappy experiences with playmates, he always blamed them for the difficulties and obtained sympathy from his mother for their unkindness. He developed a superior, boastful attitude and, by the time he reached high school, was one of the most unpopular members of his class.

A younger cousin, who had attended another school through the lower grades, entered high school in the same class with Chester and was soon very active in sports and in the social life of the school. He received higher marks than did Chester. This situation aroused Chester's jealous parents, who now began to criticize their son and to compare him unfavorably with his cousin. True to form, Chester explained his cousin's better grades as due to "apple polishing," which he would not stoop to do. He hated athletics because the games were so rough and dirty, and social affairs were just too childish to interest him. He'd show them what he could do when he went away to college!

Gradually Chester became irritable and morose, and did less and less work in his studies. During his third semester his counselor learned that he was failing in all his subjects. In conferences he always explained that he was doing much better work and was sure his marks must be passing now, in spite of the fact that reports from his teachers indicated no improvement. He was chiefly interested in discussing some

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designs of houses which he had made and which he said were to be used by some friends of his family who were planning to build homes. Investigation showed that he had greatly overestimated the value of his designs and that he had misjudged the intentions of his friends. Unable to face the unpleasant comparison with his cousin and the fact of his unsatisfactory school work, he was gaining satisfaction in his imagined achievements in designing.

Eventually his parents came to realize the seriousness of Chester's difficulties and agreed to send him to a boarding school away from home. There he could make a fresh start in an environment unassociated with his parents' earlier indulgence and later criticism. Chester is now beginning to master the lessons of adjustment with others which he should have learned many years ago.

* * * * *

We all have some distorted pictures of ourselves, though not always as exaggerated ones as those of Jane Markham and Chester Starr. Sometimes these mental pictures look like snapshots developed from a twice-used film in a camera. Our numerous impressions are received not only from external sources, but from within ourselves in the form of wishes, imaginings, and anticipations. They are often distorted by mental processes which might be compared to looking through either the big or the little end of a telescope.

To secure anything like accurate pictures of ourselves, we need to understand and try to avoid the various possibilities for distortion. We also need the philosophical attitude contained in the adage: "Know thyself; accept thyself; be thyself." To follow this wise advice, we need the help that science can give us regarding the influences of heredity and

WHAT ARE YOUR PICTURES OF SELF?

environment in our lives; we need the wisdom gained through human experience in the past; and we need the insight which grows out of the interpretation of our own observation and experience. Upon this foundation of reality it is possible for each of us to construct a life of real worth and thereby to achieve happiness.

One of the great challenges in life comes to each of us when we realize that we are unique individuals, differing in some respects from all other individuals, and therefore destined each to play a new role in life. How can we discover our individual selves and foster our finest development?

Why are pictures of oneself sometimes distorted?

One of the important influences in our lives grows out of our pictures of ourselves. These pictures actually help to determine what we are. We see ourselves as in a mirror, or rather, as in a veritable maze of mirrors reflecting varied images. These reflections may be fairly accurate, or they may be but fantasies/such as those perceived in the magic mirrors described in fairy tales. In the story of Snow-White, or Snowdrop, there was the proud queen who gazed at herself in the magic mirror and asked,

Mirror, mirror on the wall,
Who is fairest of us all?

The mirror replied,

Queen, so beautiful and tall,
Thou art fairest of them all.

You will recall that actually Snow-White grew to be fairer than the queen.

The common human tendency to misinterpret what the mirror reveals is caricatured in the fairy tale "The Blue Bird."

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OUR THREE PICTURES OF SELF MAY BEAR LITTLE RESEMBLANCE TO ONE ANOTHER

WHAT ARE YOUR PICTURES OF SELF?

Sixty thousand women are pictured admiring themselves in a valley which is one large smooth mirror. The writer of this quaint tale adds, "They had need, for the charm of the mirror was that each saw herself therein, not as she was, but as she wished to be; and the grimaces they made were enough to cause a person to die of laughter."¹

Unfortunately, however, the situations in real life are not so simple. Each of us lives, as it were, in a crystal maze from which images of self are continuously reflected. These reflections vary somewhat as we play our parts amid different groups. Try for a moment to visualize pictures of yourself in your family, in your various class groups at school, on the athletic field, in clubs or other social groups, or when alone. /

Try your hand at some word sketches of yourself in these different situations. Are you self-confident and well-poised in one group, self-conscious and uncertain of your ability in another; a recognized leader in some group and one of the crowd in still another? These are only a few suggestions. You should, of course, include many more specific details in your sketches.

Next, try a word sketch of yourself as you would like to be, and compare it with the other sketches. Do not all of these pictures differ in numerous ways?

The looking-glass self. If you attempt to analyze these varied images of yourself in different groups, you will probably discover that the differences are due not only to your own independent ideas of how you look and act and feel in each group, but also to your imagination concerning what thoughts and attitudes the other members of the group have with regard to you. This latter type of picture has been called by Charles Horton Cooley the "looking-glass self."

¹ From *The Fairy Book*, edited by Mrs. Dinah Maria Craik, p. 211, The Macmillan Company, London, 1923.

DESIGNS FOR PERSONALITY

Each to each a looking-glass
Reflects the other that doth pass.

Cooley says with reference to this looking-glass self:

As we see our face, figure, and dress in the glass, and are interested in them because they are ours, and pleased or otherwise with them according as they do or do not answer to what we should like them to be; so in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends, and so on, and are variously affected by it.

A self-idea of this sort seems to have three principal elements: the imagination of our appearance to the other person, the imagination of his judgment of that appearance, and some sort of self-feeling such as pride or mortification. . . . The thing that moves us to pride or shame is not the mere mechanical reflection of ourselves, but an imputed sentiment, the imagined effect of this reflection upon another's mind.¹

Our personalities are continually affected by these pictures of ourselves. There are three kinds: the pictures of what we *think we are* at any time; the pictures of what we *think others think we are*, the looking-glass selves; and then the pictures of what we *think we may be* in the future. These three sets of pictures often differ markedly in some respects. We may, for example, have false or distorted notions about some personal characteristics, due to unfortunate experiences or wishful thinking, just as did Jane and Chester.

What are your present pictures of self?

Pictures of yourself are rather elusive when you try to examine them. You may find it easier to study them if you will

¹ Cooley, C. H., *Human Nature and the Social Order*, p. 152, by permission of Charles Scribner's Sons, New York.

WHAT ARE YOUR PICTURES OF SELF?

sketch some word outlines of yourself in your notebook. Use a form such as the one suggested here:

Word pictures of myself	Picture 1 What I think I am like now	Picture 2 What I think others think I am like	Picture 3 What I hope to become
Appearance Features Posture Grooming Dress (Add other items.)			
(Rule as needed.)			

The following items are merely suggestive. Think of others to include in your chart.

Appearance

Features

Posture

Grooming

Dress

How I feel toward myself

Inferior or superior to most of my associates

Self-confident or inadequate

How I feel toward others

Tolerant or intolerant

Friendly or unfriendly

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What I can do

Leadership

Co-operation with others

Academic achievement

Skills or abilities (List.)

With these three pictures before you, it will be easy to note how they differ. The next step is to discover the causes of these differences; this is not so easy. However, it will be desirable to make a start on this problem by listing in your notebook each difference noted between pictures 1 and 2. Then enter after each one what you think may be possible causes for the differences. Such questions as these should prove helpful:

Am I blind to characteristics in myself which others see?

Have I failed to show my real self to others?

Am I likely to misinterpret the meanings of the looks and actions of others?

Leave plenty of space in your notebook after each difference noted, in order to fill in additional causes which you may discover through further study and observation.

And now for the next step, which may be likened to writing a novel. List in your notebook the differences between pictures 1 and 3, and then settle down to weave together the possible threads of a plot by which you may transform picture 1 into picture 3. Remember that in a good novel the plot must be kept within the bounds of reality. If you encounter difficulty in doing this, it may indicate either that you have set impossible goals for yourself in the picture of what you wish to become, or that you do not have the needed understanding of your present self. We shall attack these problems again later on. In the meantime, do not stint yourself in calling into play the imagination, courage, and adventurousness which will give your life zest, joy, and meaning.

WHAT ARE YOUR PICTURES OF SELF?

Of course, this first effort to analyze your life will produce only a rough draft which will need to be revised many times. The real novel will be written as you live your life from day to day—in humdrum affairs as well as in gay adventure. However, you will need a plan to guide you. And at points where the plot is likely to thicken, it is well always to map out several possible lines of action.

Make a start now by checking over your tentative plan with your counselor or with your parents, as well as with friends who can help you estimate its present soundness. Keep this rough draft for reference and revise it as you continue your study of personality and life-building.

HELPFUL READING

COOLEY, CHARLES HORTON, *Human Nature and the Social Order*, pp. 136-231.

DELAND, MARGARET, *If This Be I as I Suppose It Be*.

What Makes Us What We Are?

Why do you speak English instead of Chinese? Why do you wear certain types of clothes, play certain games, and eat certain kinds of food? Why are you attending school instead of plowing fields, working in a mine or factory, or hunting or fishing for a living? Why do you like some people or things and dislike others? Why do you become angry in some situations and respond happily in others? Why do you have certain ambitions and strive to reach certain goals? Why do you have brown eyes or blue? How do you account for the color of your hair? Why do you possess certain talents? Why do you lack others?

If you had lived five hundred years ago, many conditions in your life would have been different. The same would be true had you been born and reared in another family in your own community or in another country. You would, in other words, have been a different individual.

Our lives are continually affected by many interacting influences. Some of these have come to us through heredity from our ancestors; others have their origin within ourselves; and still others play upon us from the external world. We are the result of all these influences. In the process of living we, in turn, affect the world about us.

The food we eat, the air we breathe, and the attitudes and actions of others to which we react consciously or unconsciously

WHAT MAKES US WHAT WE ARE?

are literally built into our very selves. Tennyson expressed this basic truth when he wrote, "I am a part of all that I have met." The word *met*, however, should be interpreted as including both the hereditary and environmental influences in our in-



THE NATURE OF OUR ENVIRONMENT AFFECTS US AS THE FERTILITY OF THE SOIL AFFECTS PLANTS

dividual lives. What we can or will react to in our environment depends in part upon our heredity. Likewise, how we react may depend in part upon the nature of that environment. In other words, we might say that what a man *can* be depends

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upon his heredity; what he *will* be depends upon his environment and how he reacts to it. Thus there is a continuous interplay between heredity and environment in our lives. R. S. Woodworth, a well-known psychologist, has said, "To ask whether heredity or environment is responsible for certain behavior is like asking whether it is the engine or the gas that makes the car go."

How are heredity and environment reflected in our personalities?

The following life sketch may help to challenge your thinking concerning this complicated problem. Study it to see how heredity and environment may have interacted.

James Finder, as a young lad, was sickly and undersized and did not engage actively in games with other boys. He compensated for his lack of normal activity by concentrating on his studies and working for high marks in school. In bodily build he rather closely resembled his father and paternal grandfather, both of whom succumbed to tuberculosis. In some traits of personality he seemed to resemble his mother more than his father. Like his mother he was rather stubborn. He displayed this stubbornness when he was very young. For example, when he was three weeks old, the doctor prescribed a certain amount of water for him each day, but he set his jaws and refused to take it, and his mother gave up the attempt. By the time he was ten years old, he was so stubborn that everyone who knew him expected him to refuse to comply with almost any request—a characteristic sometimes called "negativism." James's will was frequently pitted against his mother's, and unpleasant scenes often occurred. The mother attributed her stubbornness to the influence of an autocratic, domineering father who tried to "break her will" many times when she was a girl. James's father was a mild, quiet man who rarely asserted

himself in any very positive manner and who had few interests outside his work and his religion.

In his late teens, while driving the family car on a slippery hill, James speeded up when his mother called to him to go more slowly. The car skidded and then upset when the boy had to apply the brakes quickly to avoid hitting another car. His younger sister was temporarily crippled as a result of her injuries in the accident. This incident caused James to reflect on his stubborn behavior and to strive to improve it.

James, who has now become Dr. Finder, is in his thirties. He has largely outgrown negativism in his social relationships. He is deeply interested in scientific research, which he is carrying on in a university. In his work he is likely to put forth almost superhuman efforts to overcome obstacles and is likely to refuse to accept graciously criticisms or suggestions of others. He easily becomes emotionally upset by any criticism of his research work. This tendency has handicapped him considerably in his relationships with his co-workers.

He is married to an attractive young woman in excellent health who is active socially in university circles and in the community. Dr. Finder is not as socially inclined as his wife. He spends much of his leisure time in reading. When in a group he appears to be fairly friendly and sociable, but he is likely to try to dominate the conversation and to express very dogmatic opinions about various matters.

He is extremely prejudiced against any religion, but is active in a civic group interested in problems of juvenile delinquency. He is strict in the discipline of his young son, who is a robust, healthy lad, active and fairly mischievous. Arguments between Dr. Finder and his wife over the treatment of their son are frequent, since Mrs. Finder does not approve of the disciplinary methods attempted by her husband.

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Write in your notebook a discussion of the following questions:

What tendencies with respect to physical characteristics does the account suggest that James might have inherited? How may these physical traits have affected his relationships with others? His personality?

Do you think James may have inherited his stubbornness and negativism? What is suggested as a possible cause of his mother's stubbornness? Might a similar cause have affected James?

Why do you think James Finder tries so hard to overcome obstacles? Why do you think he chose research as a life work instead of, say, athletic coaching or the ministry?

What reasons can you suggest for his interest in juvenile delinquency, or for his strictness in disciplining his young son?

Which characteristics in this person's life seem to be the result of heredity? Which ones may be due to environment? Which show an interaction of the two?

You will no doubt have an opportunity to compare your answers with those of your classmates and to discuss them with your instructor. Such discussion may lead you to revise your original opinions. Any study of heredity and environment which you have made in a biology class should be utilized in analyzing the influences in the life of James Finder. Discuss this matter with your biology teacher if possible; or, still better, invite a biology teacher to come and participate in your class discussions. In arriving at any conclusions, you should bear in mind, of course, that many facts regarding hereditary and environmental influences are not yet known by scientists and that we have much to find out about the interaction of heredity and the physical and social environment.

You are probably aware by now of the impossibility of singling out the exact influences of heredity and environment,

WHAT MAKES US WHAT WE ARE?

since both interact so intricately in our lives. However, to understand ourselves, it is very important to know as much as possible about the influences which have helped to make us what we are. Without this knowledge we can exercise no intelligent control over our lives.

What is meant by heredity and how does it affect us?

At the beginning of life, nature gives us certain potentialities, or possibilities of growth, physical and mental, which we call "heredity." The development of these potentialities, however, depends to a large extent upon what happens to us and what we do for ourselves; that is, upon our environment before and after birth and upon our response, both to our environment and to our heredity. Professor Dunn says:

Intelligent people wish to know and need to know the nature of those laws by which heredity operates, not only because the laws themselves are clear and general and well established as an important part of modern science, but because *human character and behavior are themselves in part the results of the operation of these laws.*¹

Perhaps it would be worth while at this point to know what is meant by heredity and to see, in an elementary way, how it operates in all living beings.

The resemblance of offspring to their parents and other ancestors is called heredity. "Like father, like son" and "a chip off the old block" are traditional ways of expressing this idea. Since the offspring originates from the union of two germ cells (the egg, or ovum, from the mother and the sperm from the father), it is evident that the resemblance of the offspring to its parents must have come to it through these

¹ Dunn, L. C., *Heredity and Variation*, p. 1, The University Society, New York, 1932.

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two reproductive, or germ, cells. The "germ plasm" is the living material of these germ cells, through which heredity is transmitted.

Within the nucleus or center of activity of the germ cell are structures called "chromosomes." For each species of living things these chromosomes develop in constant and definite numbers. Scientists have long regarded the chromosomes as the structures responsible for heredity. More recently, evidence has been found which indicates that the inheritance of specific traits is due to many minute units called "genes," which are arranged like beads on a string within the chromosomes. Thus, hereditary traits, or "characters," result from the interaction of the genes in the chromosomes. "Blood does tell. Or rather chromosomes tell the story."¹

A human germ cell contains twenty-four pairs of chromosomes, and each of the chromosomes in a pair carries genes, or "determiners," for the same traits. For example, one chromosome in a pair may carry genes, or determiners, for brown eyes and the other for blue eyes. But each pair of chromosomes probably carries determiners for a large number of traits, and a single trait may depend for its appearance upon several genes.

Before germ cells reach maturity, they pass through a series of complicated stages during which the chromosomes are divided and sorted until each mature germ cell contains only half the total normal number of chromosomes for the species. During these stages, therefore, certain chromosomes, possibly with rearranged genes, may have passed into one germ cell and not into another. Thus, each mature germ cell has its own peculiar and individual combination of genes, unlike that of any other germ cell.

¹ Hunter, G. W., *Problems in Biology*, p. 639, American Book Company, New York, 1931.

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During the union of an ovum, or maternal cell, and a sperm, or paternal cell, the nuclear materials of the two cells fuse. The nucleus of this new cell, or fertilized ovum, now contains two sets of different chromosomes and genes, one set from each parent.

The resulting hereditary traits which manifest themselves in the offspring are due both to the preliminary sorting of chromosomes and to the shifting and interacting of the genes in the ovum and the sperm cells. On the basis of all possible combinations of chromosomes, it has been estimated that there is less than one chance in 282 trillion that any two children other than identical twins in a given family will have identical heredity; and there are other factors which would tend to reduce the chances still more. Here, certainly, is an adequate explanation of the uniqueness of each individual. Although a trait, such as blue eyes or a Roman nose, may not appear in a particular individual, the gene or genes for that trait may be present in his germ plasm and may be passed on to his offspring. Thus, Fasten tells us, "At sexual maturity, this organism then becomes the hereditary bridge which links the past with future generations."¹

To what extent can one ascertain the nature of his heredity?

Because of the random fashion in which the chromosomes of parents are allotted to the germ cells, it is impossible to predict with certainty the hereditary traits of any individual. But by studying the lives of one's ancestors for several generations, it is possible to tell a good deal about the traits one is likely to inherit. Such a study is complicated, however, by other aspects of inheritance.

¹ Fasten, Nathan, *Principles of Genetics and Eugenics*, p. 89, Ginn and Company, Boston, 1935.

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The foundations of our present knowledge about heredity date back to the middle of the nineteenth century, when Gregor Mendel, an Austrian monk, carried on a series of experiments with garden peas. He kept careful records of his crossings of the

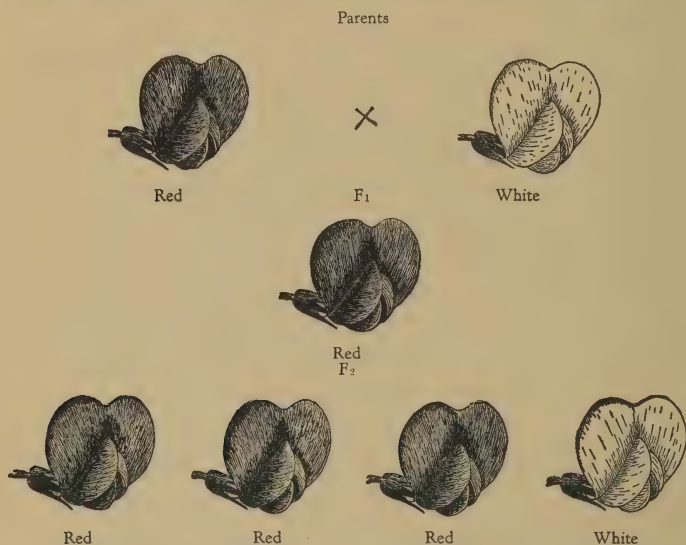


DIAGRAM SHOWING THE INHERITANCE OF A DOMINANT CHARACTER IN PEAS¹
F₁ marks the first generation of offspring and F₂ the second generation.

peas and of the results in succeeding generations. In the course of years he experimented with about thirty varieties of peas. Finally he was able to draw certain conclusions which are now known as Mendel's laws of heredity.

Since the time of Mendel much experimental work has thrown new light on this complicated problem of heredity, or genetics. A few simple diagrams will suffice to show some of the ways in which heredity seems to operate. Above and on

¹ Sinnott, E. W., and L. C. Dunn, *Principles of Genetics*, p. 42, courtesy of McGraw-Hill Book Company, Inc., New York.

page 38 you can see how some laws of inheritance may be demonstrated or, conversely, how experimental findings demonstrate certain laws of heredity.

One of these laws is known as the "law of dominance," according to which one character appears while its opposite seems to be lost. That is, in some instances, determiners, when present in the germ plasm, show up in the traits of an individual, masking or covering over determiners for opposite traits, if present. Those determiners which show up are called "dominant"; those which are masked are called "recessive."

In a cross between a pure red-flowered and a pure white-flowered pea plant, note the dominance of red flower color in the first generation. If a plant is either self-fertilized or crossed with another flower like itself, the plants of the second generation will be three-fourths red-flowered and one-fourth white-flowered. Of the red-flowered individuals of this generation, one is pure red, and when crossed with another like itself will always produce pure reds. The other two reds are hybrids; that is, they contain the determiners for both red color and no red color, or white. The pure white, when crossed with another pure white like itself, will always produce only white-flowered individuals. The red color in this case is dominant over white, which is called recessive.

In human beings it has been discovered that brown eyes are a dominant trait, while blue eyes are recessive. The recessive trait of blue eyes may appear in a family where both parents are brown-eyed, if the determiner for blue eyes is present in both ancestral lines.

More common than this complete dominance and recessiveness is the interaction between pairs of genes, resulting in hybrids with blended or intermediate characteristics, as illustrated in the figure on page 38.

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In a cross between a red-flowered and a white-flowered snapdragon, the hybrid (F_1) is colored pink. After self-fertilization, you find in the next generation (F_2) one red, two pinks, and one white. We have illustrated only two of the many

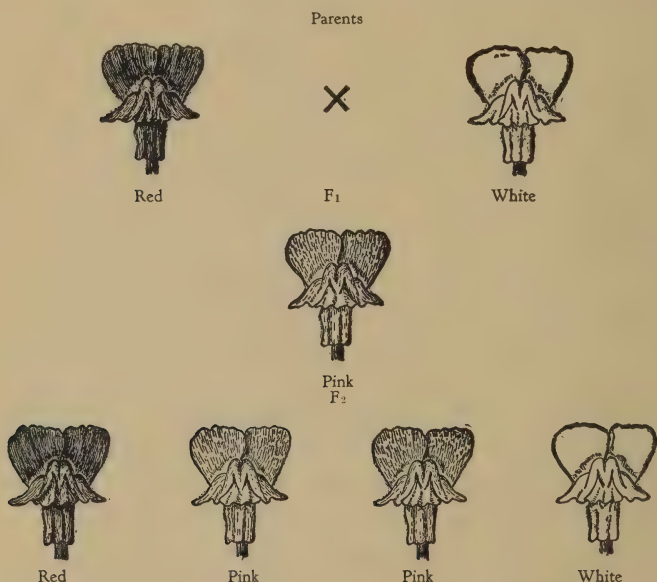


DIAGRAM SHOWING INTERMEDIATE CHARACTER IN A HYBRID¹

As in the preceding diagram, F_1 marks the first generation of offspring and F_2 the second generation.

possibilities with respect to dominance. "In other instances the . . . offspring may resemble one parent much more closely than they do the other but may not resemble it exactly, so that dominance is incomplete. There may thus be all stages between complete dominance and the absence of dominance; and these

¹ Sinnott, E. W., and L. C. Dunn, *Principles of Genetics*, p. 42, courtesy of McGraw-Hill Book Company, Inc., New York.

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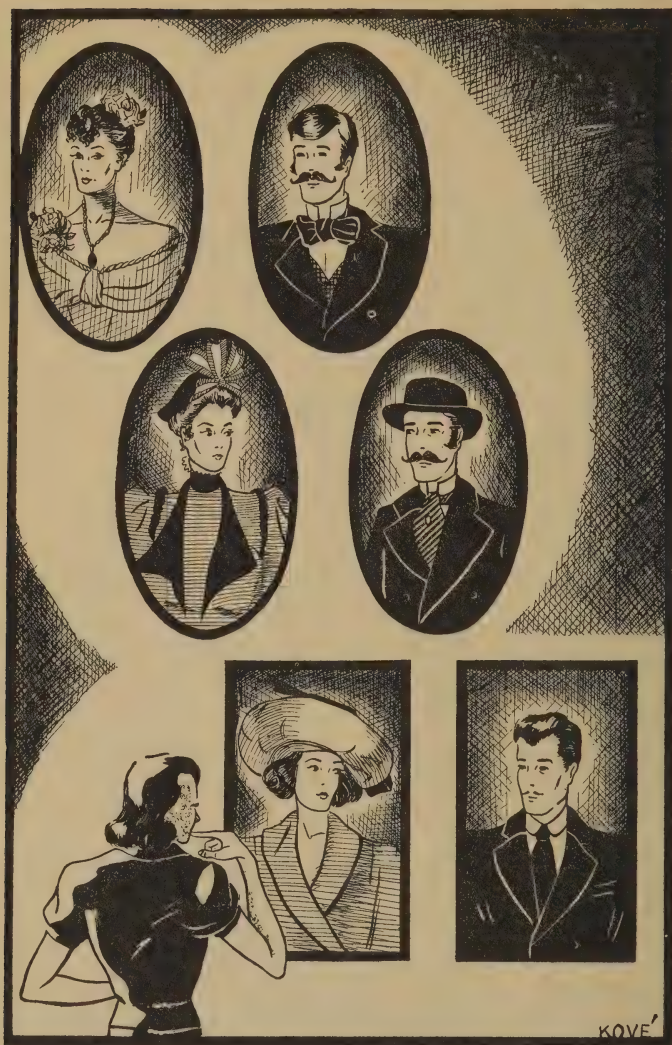
various conditions may all be found among the different traits of a single individual.”¹

Sometimes, changes taking place in the genes may result in the production of new characteristics never before seen in a particular family line. It is evident that the situation is so complicated as to make impossible an accurate evaluation of one's heredity solely on the basis of apparent presence or absence of characteristics in one's ancestors. Nevertheless, if we keep all the possibilities in mind as safeguards against unwarranted conclusions, we may derive some valuable information from the study of our ancestors. It is desirable to begin studying your ancestral lines when you are fairly young, and while older members of your family, who can often give valuable information about relatives, are still living. This information about significant characteristics and achievements of relatives for several generations back may afford many clues for studying yourself. Some of this information may be unreliable, however, and should be used with caution.

In considering the possibilities for inheritance, you should bear in mind that environment can develop nothing which is not implicit in your heredity. For example, no amount of practice will make a musician of you if you have inherited little or no musical ability. If both your parents are musical, the chances are probably greater that you will be musical than if only one or neither is musical. Knowledge of the musical ability of your grandparents may be more significant than that knowledge about your parents in estimating your chances of having musical talent. Your hereditary possibilities depend upon the particular combination of tendencies which fell to your lot from among those which your parents received in turn from their parents.

¹ Sinnott, E. W., and L. C. Dunn, *Principles of Genetics*, p. 43, courtesy of McGraw Hill Book Company, Inc., New York.

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IT IS DESIRABLE TO STUDY YOUR ANCESTORS

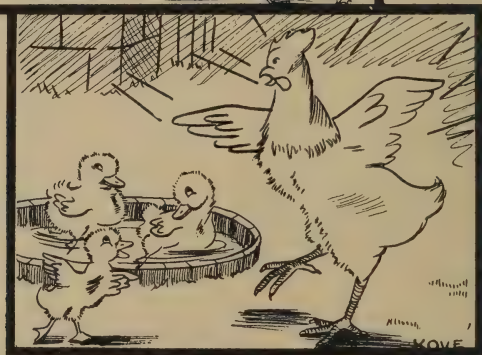
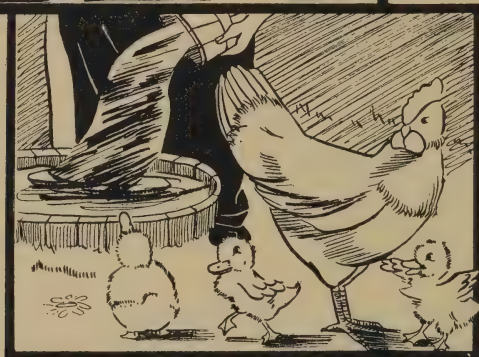
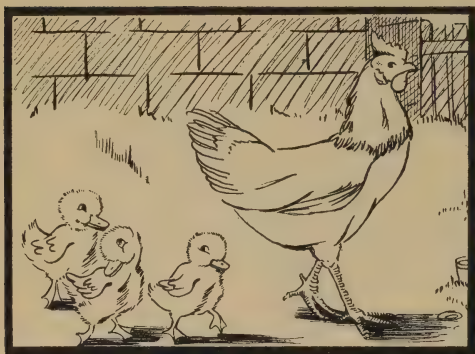
WHAT MAKES US WHAT WE ARE?

Musical talent or almost any special ability is probably made up of numerous specific abilities. For example, one may have a good sense of pitch but a poor sense of rhythm, or one may possess both of these abilities in high degree. For any individual the particular combination of all the specific tendencies which go to make up musical ability will determine the inherited possibilities in this respect. You may have received a different combination of these tendencies than either of your parents.

The fact that musical ability runs in families is demonstrated by many interesting family histories of musicians which have been collected. The Bach family history is perhaps the best known. In eight generations there were fifty-seven individuals of very superior musical ability; twenty of these became eminent. An environment favorable to the development of musical talent may *help* to account for the number in the Bach family who became superior or eminent musicians, but to understand fully the relative influences of heredity and environment in this family, we should need to know why some of its members failed to show or develop musical talent. However, the very fact that we are not yet able to account for the absence of musical characteristics in such cases shows how much there is still to be discovered about the interaction of heredity and environment.

Training is very important, of course, in developing any inherited ability. But the results of training in either parent cannot be inherited. For example, if your father plays the cello, you will not be born knowing how to play this instrument, nor will you necessarily show any ability along this line. You may, on the other hand, inherit the musical abilities required to play the cello; then you can *learn* to play the cello by study and practice.

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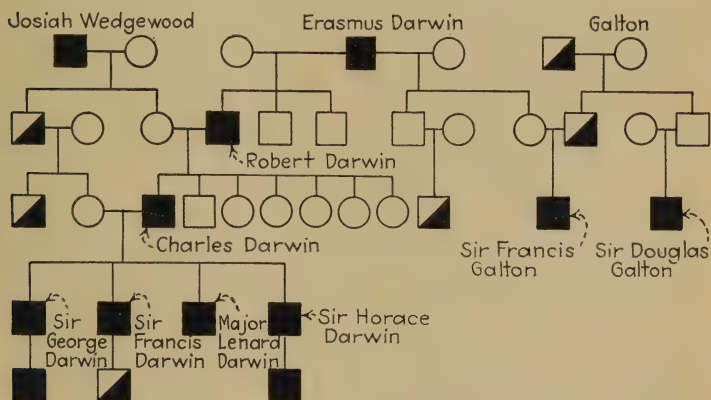


WE CAN INHERIT ONLY WHAT IS IMPLICIT IN THE GERM PLASM OF OUR ANCESTORS

WHAT MAKES US WHAT WE ARE?

The family tree of Charles Darwin, on this page, shows how scientific ability appeared as an outstanding characteristic through several generations of some famous English families.

Information about heredity is perhaps of greatest social importance when used by individuals contemplating marriage and parenthood, since therein lies a possibility of constructive social planning for improvement of racial stock. Our knowledge



THE FAMILY TREE OF CHARLES DARWIN¹

Circle ○ means woman. Square □ means man. Partly shaded square means marked scientific ability. Fully shaded square means very marked scientific ability.

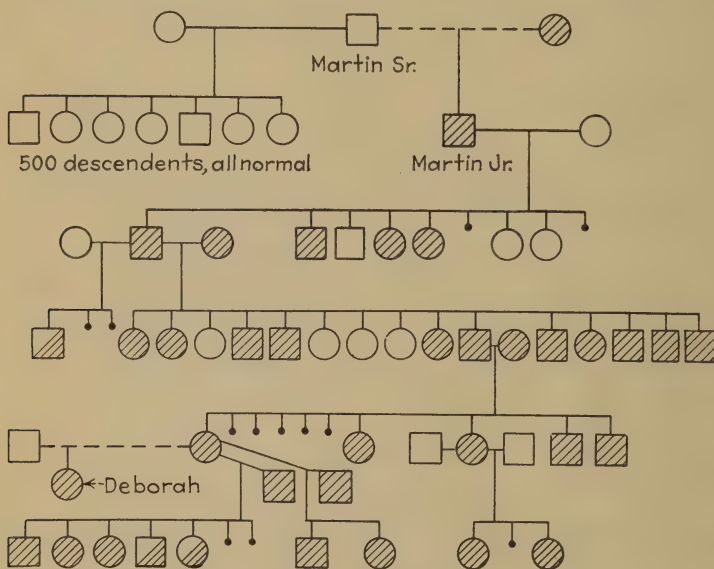
is often too inadequate to make accurate predictions of the outcomes of uniting family strains. However, we have considerable evidence about the inheritance of feeble-mindedness and other weaknesses and abnormalities, and their relation to immorality, crime, and many other kinds of maladjustment. The figure on page 44, for example, shows the results of a strain of feeble-mindedness running through several generations in a certain family. The knowledge we have points to the need

¹ Based on a diagram appearing in Hunter's *Problems in Biology*, copyright. By permission of American Book Company, publishers.

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for greater individual and public study and control of the problem.

Are there any suggestions in the sketch of James FINDER (pages 30–32) as to whether he chose a mate wisely? What are the responsibilities of a citizen and a possible future parent in



THE KALLIKAK FAMILY¹

Circle ○ means normal woman. Square □ means normal man. Shading indicates feeble-mindedness, and the small black circle means died in infancy. (A study of the Kallikak family was made by Goddard, who traced back the history from Deborah.)

choosing a mate? How may decisions about marriage affect the happiness of both parents and children?

What is meant by environment and how does it affect us?

In the interests of clear thinking, the two factors—heredity and environment—should be distinguished, even though they

¹ Based on a diagram appearing in Hunter's *Problems in Biology*, copyright. By permission of American Book Company, publishers.

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are inextricably interwoven in our lives. The term "environment" as we shall use it here includes both the physical and social surroundings in which we live and develop physically, mentally, and socially. It includes geographic and climatic conditions, as well as the complex world of people and things constituting the culture in which we live and from which we weave our life patterns. It includes the traditions, customs, beliefs, and standards of value handed down to us from the past; home life, both material and social; school and play life; and the conditions of living in the community, the nation, and the world, all of which play upon our lives directly and indirectly in innumerable ways. In the broadest sense environment might be thought of as including the physico-chemical constitution of our bodies as well as the outer world around us.

This outer world, the culture or civilization in which we live, is sometimes called our "social inheritance." Thomas Hunt Morgan, the biologist, has said of this social inheritance:

While biologists have come to reject the theory of the inheritance of acquired characters by means of the germ cells, nevertheless they recognize the fact that the human race has succeeded in another way in transmitting certain traits acquired in one generation to the next. There are, then, in man two processes of inheritance: one through the physical continuity of the germ cells; and the other through the transmission of the experiences of one generation to the next by means of example and by spoken and written language. It is his ability to communicate with his fellows and train his offspring that has probably been the chief agency in the rapid social evolution of man.¹

Charles Horton Cooley, the sociologist, has said of the human being:

¹ Morgan, T. H., *Scientific Basis of Evolution*, p. 203, by permission of W. W. Norton and Company, Inc., New York.

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He has no separate existence; through both the hereditary and the social factors in his life a man is bound into the whole of which he is a member, and to consider him apart from it is quite as artificial as to consider society apart from individuals. . . . That persons make society would be generally admitted as a matter of course; but that society makes persons would strike many as a startling notion.¹

Environment affects us even before birth, and continues after birth to exert a significant influence, both physical and mental, through the food we eat, the air we breathe, and various bodily processes. Among these bodily processes the action of the endocrine glands is very important. These glands, such as the thyroid, pituitary, adrenal, and sex glands, pour into the blood stream secretions called "hormones" which profoundly affect physical and mental growth, emotional reactions, and the total personality development.

The thyroid gland lies on the windpipe just below the voice box. The pituitary gland is situated almost in the middle of the brain's lower surface. These glands, as well as the sex glands, produce hormones which have important effects on growth and behavior. Their malfunctioning may result in various deviations in growth, and the study of these deviations has thrown much light upon the nature of the normal functions of the glands. For example, the "cretin idiot," a physical and mental dwarf, results from a deficient thyroid gland before birth or in early infancy. Another form of dwarfism is due to underfunctioning of the pituitary gland before adolescence, while gigantism may result from over-functioning of that gland. The hormones of the sex glands direct development toward masculinity and femininity of physique and personality.

¹ Cooley, C. H., *Human Nature and the Social Order*, pp. 5, 7, by permission of Charles Scribner's Sons, New York.

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The adrenal glands located near the kidneys are closely associated with the emotions of fear and anger. In these emotional states they release increased amounts of their hormones into the blood stream and start a series of bodily processes which enable the individual to react with great energy. Some zealous prize fighters and athletes may be endowed with unusually active adrenal glands. The same is probably true of many extremely irritable or pugnacious persons. Such surplus energy may prove a valuable asset when used in constructive ways, but it may also become a handicap if it is uncontrolled and undirected.

The examples given merely illustrate functions of some of the endocrine glands. The effects of each gland are numerous, though as yet not fully understood. The endocrine glands are also interdependent, acting together and upon each other. Undoubtedly their functioning has a basis in heredity, but they are also affected by states of health and by mental and emotional conditions.

Much research is being carried on in this field and it is continually increasing our information about the endocrine glands. Many conditions, involving both slight and great deviations in development due to glandular imbalance, can now be treated effectively by experts. However, nature frequently takes care of conditions of temporary glandular imbalance. This is a rapidly developing field of human knowledge, and seems to hold much promise for human betterment. The action of the endocrine glands provides another illustration of the complex interplay of heredity and environment.

The outer physical and social world may stimulate or retard the development of hereditary tendencies. For example, the tendency toward a certain stature is undoubtedly determined by heredity, but disease or the lack of the right kinds of food,

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of fresh air, and of sunshine during the period of growth may cause a stunted body and mind. Physical health, vigor, attractiveness, or deformity all have their effects on the developing personality. A frail, undersized, or deformed individual may miss many of the normal experiences in life and as a result become warped in outlook and personality.

From birth onward we are continuously building the social world in which we live into our personalities in the form of attitudes and beliefs, and in habits of thinking, feeling, and acting. Early relationships with parents, brothers, and sisters in the home, with teachers and classmates at school, and with friends in play groups build up attitudes and behavior patterns. The cultural influences in home, school, and community affect the development of interests and mold standards and ideals of conduct.

Just what part do all of these conditions play in making us what we are? Why does one individual become stunted or diseased and another healthy and vigorous? Why does one become shy, self-conscious, and perhaps unsocial; another bold and disagreeable; and still another gracious, charming, and popular?

We have already noted that our understanding of the many factors which influence our lives is too limited to give us conclusive answers to such questions. We do not know to just what extent shyness or timidity, for example, may be due to an inherited tendency of some sort which hinders an individual's reaching out and attempting to control his environment, or to what extent this tendency may have resulted from unsuccessful or unhappy relationships with others in early years. The causes may vary with each timid individual.

One promising source of information on such questions is the study of identical twins. "Identical" twins arise from a single fertilized ovum which, at some time in early develop-

ment, undergoes a division that results in two individuals. Their heredity is thus identical. The other kind of twins, "fraternal," arise from two separate ova individually fertilized. Their heredity thus has no more in common than that of ordinary brothers and sisters. Identical twins are always of the same sex; fraternal twins may be of either the same or opposite sex. Physical and mental measurements of identical twins show that they resemble each other in most traits nearly as much as one individual resembles himself if measured on two occasions with a moderate interval between. Fraternal twins, on the other hand, tend to resemble each other only a little more than do ordinary brothers and sisters. These facts seem to give convincing evidence of the influence of heredity.

Studies have been made of a number of pairs of identical twins who were separated in infancy and grew up in different surroundings. These studies indicate that environment may modify some physical traits, such as weight and height, but not others, such as eye color, hair, and features. In mental, temperamental, and social traits the separated identical twins tended to differ much more than the identical twins reared together, though there were remarkable similarities in some traits. These studies offer evidence of the great importance of environmental influences, but the fact that these twins reared in different environments still resembled each other strongly in numerous respects shows also the importance of hereditary tendencies. Future research with identical twins will doubtless throw more light on this problem.

What are the important influences in the lives of the persons described here?

Herman C. was born in a crowded area of a large city. His parents, who had come to this country before Herman was born, had not learned to speak English well. As a child, Herman

failed to receive adequate food, fresh air, and sunshine because his parents were very poor. He grew up sickly and undersized, and could not hold his own with boys who bullied and teased him. He failed to pass the first grade in school and was held back with younger boys. He came to feel that the world was his enemy, and grew irritable, un-co-operative, and often dishonest in his relationships with others. His physical handicaps and limited environment were helping to produce a warped personality.

When Herman was twelve years old, his family moved to a small town, where his father became established in a fairly prosperous business. Many of the pupils in school tried to be friendly with Herman, but he sensed the difference between his own family background, with the foreign accent and ways of his parents, and that of the other students. He remained in his shell of apparent indifference and unfriendliness, making only a few casual friends. Most of his time was now spent helping his father in his business. His younger brothers and sisters adjusted themselves more easily to their new environment and soon had made a number of friends, though they did not bring them home to play.

While Herman was in high school, a science teacher became interested in him and gradually drew him out of his shell through friendly conversation. Herman had often watched electricians at work and had wished he could be one. While studying science with this friendly teacher, he developed an ambition to become a research worker. He is now attending a university and is engrossed in his scientific studies. He is still ill at ease and unsociable with other people except when he is talking about his work.

What were the chief deficiencies in Herman's physical environment? Did these lacks affect anything except his physical

health and development? Do you think he failed in the first grade because of lack of mental ability? Explain your answer. What inferences can be drawn from this case as to possible hereditary influences?

Joan W., in her early life, met with conditions very different from those in which *Herman* grew up. Born into a wealthy home environment, she was given the best of physical care by nurses, and had plenty of toys, pets, and cultural opportunities. Her parents, however, were so busily engaged in social activities that she seldom saw them and never played or romped with them. Her father was a good singer and was active in musical affairs in the community. *Joan* grew up cold, reserved, and inhibited in her attitude toward other people. She clung to her dogs for the affectionate response which she had failed to receive from her parents, and which she did not know how to secure from persons of her own age. Although she had considerable musical ability and received excellent instruction, she was not especially ambitious.

What was lacking in *Joan's* early environment? What are some possible reasons for her lack of ambition for a musical career?

Julia M. presents still another contrast. She was an only child in a family comfortably well off. *Julia* was given the best of physical care and received the entire attention and affection of her parents, who became her willing slaves. Her mother kept *Julia* from playing with children in the neighborhood to protect her from diseases and undesirable influences. In this environment *Julia* did not learn to play or to share with others. She encountered difficulties when she started to school. Pouting or temper tantrums, when she failed to have her own way, did not succeed in school as they did at home. They merely resulted in ridicule or exclusion from the group. Gradually she has

learned to co-operate in obvious ways, but she is still childishly self-centered. Other young people as well as adults are to her merely persons to satisfy her whims or minister to her needs. Because of this selfishness, Julia rarely keeps a friend long and at heart is a lonesome, unhappy girl.

What was lacking in Julia's environment? What can you suggest as aids in her case?

Robert H. was between two and three years old when his sister Marian arrived. The first time Robert saw the new baby, he slapped her and thereafter showed many signs of jealousy in his attitudes and behavior. His parents tried to shame him about the matter and frequently punished him for unkind acts toward his sister. Eventually the more obvious signs of jealousy disappeared, but Robert would often pinch or hit Marian when alone with her. He became boastful and domineering, and several times took money from his mother's purse to buy candy. He failed to learn to read in the first grade at school, and became such a behavior problem in the second grade that he was referred to the school clinic for special study. A defect in eyesight was discovered. When this defect was corrected with glasses, his reading began to improve.

The clinical worker pointed out to the parents their mistake in dealing with Robert's jealous behavior in his earlier years. She advised them to face the problem frankly with him. She suggested that they help him to realize that at first it had been perfectly natural for him to feel jealous at having to share his parents with Marian. He also needed help in seeing that his parents' love for him was not lessened by sharing it with his sister. Activities in the home were planned to encourage pleasurable co-operation with his parents and his sister. His father helped him to build a kennel for his dog and a dollhouse for Marian. Robert was very proud of both. Furnishing the

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dollhouse called for much family co-operation. Other projects followed. By the time Robert was in high school, he and Marian were pals and had many good times together.

Why do you think Robert became boastful and domineering and stole from his mother's purse? What mistakes did the parents make at first? Did they succeed in correcting them?

Jim C.'s parents seemed continually to irritate each other. If his mother expressed an opinion, his father was fairly sure to take the opposite side. They openly disagreed before Jim about his food, his activities, and his discipline. Jim's mother was very religious, and when he disobeyed her in any way, she tried to impress him with the sinfulness of his conduct. His father was likely to whip him for disobedience. In this tense and uncertain environment, Jim became a nervous and irritable lad. He had few stable interests and rarely finished a task. When young, he was shy and timid and oppressed with a sense of sin and unworthiness.

Early in his teens Jim began to resent control by either of his parents or by school authorities, and was frequently in trouble because of disobeying rules. Soon he was accepted as one of a gang of boys who met secretly and planned escapades of various sorts. This gang was caught stealing bicycles, and Jim is now on probation for a year. His counselor is trying to help him to understand himself better so that he will not get into further difficulty. He admits that he is often torn between a desire to throw off all authority and a very uncomfortable sense of sin at the thought of doing so.

What do you think is the reason for this conflict in Jim's personality? How do you think he can help himself to overcome his difficulties?

Theodore N., because of his mother's illness, spent several years of his childhood on his grandparents' ranch, away from his

parents. He loved the out-of-door life and determined to be a farmer when he grew up. His school work was always poor, both in the rural school near the ranch and in the town high school which he attended on returning home. His parents became disturbed over his school marks because they had made plans for him to go to college. They wanted him to become an architect in order to work with his father in his business as a contractor. When Theodore objected to their plans, he was accused of being ungrateful and lacking in ambition. His mother assured him it would kill her to see her only son become an "ordinary dirt farmer."

Theodore grew morose and sullen, did poorer work in school, and eventually was expelled for open rebellion in a class when the teacher tried to force him to complete an assignment. Through his father's influence he secured a minor job in a bank. After ten years' service he is still occupying the same minor position.

Do you think Theodore's parents were wise to try to force their ambitions upon him? Do you believe he might have been happier and more successful as a farmer?

The Hammond Family includes ~~three~~ children: *Betty*, seventeen years old; *Arthur*, fifteen; and *Doris*, ten. The parents are both college-trained, and the father is a physician. The mother is a talented musician and a member of a musical club. The Hammonds are a very happy family among themselves, and all the members have many friends and interests outside the home as well. The children were trained to care for themselves as soon as they were able to do so and also to share in the home duties. Betty and Arthur were each in turn interested in helping to care for the new brother or sister, and have seldom shown jealousy of each other or of Doris.

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Mealtimes are lively with conversation about the doings of each member of the family. Happy evenings are often spent around the fireplace with books, games, stories, radio, and music. Friends of all ages are likely to drop in during these evenings at home. [Betty plays the piano and Arthur the violin,] but Doris has as yet shown no special interest in music and has not been urged to take lessons. She likes to dance and often creates her own dances to the accompaniment of the music by Betty and Arthur.

Dr. Hammond is frequently absent from the family circle because of emergency calls, but he finds time to be companionable with his wife and children. Since Betty and Arthur have entered high school, evening study or parties have reduced the number of family evenings together, but all members of the family anticipate and enjoy them.

Do not think from this description of the Hammond family that they have no troubles or unhappiness. Betty worries about the length of her nose, which does not suit her taste. Arthur teases her unmercifully about Bob Morris, who she wishes would pay her more attention; she fears he is more interested in Charlotte Gates.

Arthur is failing his algebra and is scolded by Betty for not studying harder. He had hoped to be an engineer, but it looks as though he may have to reconsider his choice of a vocation.

Doris does not like school at present because her teacher severely criticizes her carelessness. Consequently, she is not doing as good work as usual. We might give other details about each member of the family, but enough has been said to suggest the important points for our consideration here.

Are the Hammonds living in a desirable environment, physically, socially, and culturally? Have they learned to give

and take and to share themselves happily with others? Are they developing livable, worthwhile personalities? Do they show any evidences of inherited talents? Do the Hammond children have many advantages that some of those previously described lacked? What are the desirable features of their home environment? Will they be likely to make more of their lives because of these advantages?

William H. in his experiences shows a few more aspects of this complicated question. In his childhood he lived in an environment of poverty and unhappiness. After failing in his business, William's father began to drink heavily as an easy escape from reality. He developed a very disagreeable disposition and often created unpleasant scenes at home. After one of his drunken sprees he committed suicide. This left the family without any means of support. William's mother did whatever work she could get while the boy was in school, and kept the home clean, comfortable, and cheerful. When William became old enough, he sold papers and did odd jobs to increase the family income. During his last year in high school he drove an early morning milk route, which deprived him of a normal amount of sleep. Upon graduation he received a scholarship which gave him a start in college.

William worked his way through college and made such an excellent record that he was granted a research fellowship to continue his promising studies. While he has not been very active in social or athletic affairs, he has made many friends and has an attractive personality. He seems to have proved the truth of the old adage that "you can't keep a good man down."

Do you think William's difficulties may have spurred him on to achieve what he did? Does he seem to resemble his mother or his father more in aspects of temperament revealed in the description?

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The life stories sketched briefly in the preceding pages give evidence of the importance of both heredity and environment in developing or warping our personalities. Herman's lack of adequate food and sunshine in early childhood and Joan's lack of human affection probably affected their respective life adjustments. Opportunity to learn the joys of sharing and of co-operation meant wholesome growth in personality for Robert. The happy home environment of the Hammond family has doubtless helped to build many assets into the personalities of its members. Something in William's difficult environment seems to have offered him a challenge for fine achievement. Good intelligence, musical ability, social ease, and persistence in meeting and overcoming difficulties are among the personal qualities which are revealed in some of the characters described.

Check over the sketches to pick out what seem to have been desirable and undesirable influences in the lives of these persons. Enter your findings in two separate columns in your notebook under the following headings:

1	2
Desirable influences	Undesirable influences
(Rule as needed.)	

Compare your lists with those of your classmates and discuss whether the seemingly undesirable conditions always had an undesirable influence on the person.

Write in your notebook your observations and opinions about the following statements:

Each individual starts life with certain endowments, physical, mental, and emotional, which form the foundation for his development.

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The development of the individual depends upon the world of people and things in which he lives.

How an individual utilizes his endowment and his environment ultimately determines what he will be.

The life stories of Helen Keller, Florence Nightingale, Abraham Lincoln, and Theodore Roosevelt, as well as scores of other biographies which you may have read or would be interested in reading, would furnish good illustrative material for these discussions. Your own thoughtful observations of people about you will also yield many illustrations.

What are the important influences in your life?

You will probably agree that understanding the important influences in our lives is the first step toward controlling them in some degree and working toward what we wish to be. Without this insight we are the victims instead of the masters of our fates. The next step is to learn how to utilize these influences in the best way, or how to prevent them from affecting us adversely if they seem undesirable. Both are lifelong tasks, but we can make beginnings on them now.

Assume that you are preparing to write an autobiography which will reveal the important influences in your life. Spend a few minutes each day for several days thinking over your past life. Note and jot down the very earliest experiences you can recall. Discuss these memories with relatives and friends and jot down their recollections. Make notes about interests and experiences at home, in school, and outside home and school at different periods in your life. In recalling specific incidents, beginning with the earliest you can recall, note how you feel as you are thinking about each. Also note other things that come to your mind as you are thinking about each incident. Try to account for these associations in memory.

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After this preliminary period of recollections, check over the following points, and write in your notebook under each heading your memories of people and of experiences and conditions:

Material and cultural environment

Note the degree of comfort and attractiveness in your home; sanitary conditions; adequacy of food; cultural advantages, such as books, periodicals, music, art, opportunity for play and recreation.

Note these material and cultural conditions in your school and community environments.

Relationships with parents

Note apparent attitudes of your parents toward yourself, type of discipline, expressions of affection, dispositions of your parents, your attitudes toward your parents, extent of your confidences and companionships with your parents.

Relationships with brothers and sisters

Note favorable or unfavorable comparisons with yourself; amount of affection, companionship, competition, jealousy, or friction; relative position and status of yourself and your brothers and sisters in the family group; any seeming favoritism.

Relationships with others outside the home

Note the degree of your success in making friends and getting along with others; relative age of friends; your attitude toward others, as aggressive, submissive, interested, indifferent; your standing in groups, as accepted, ignored, teased; number and closeness of friends; types of persons chosen as friends.

Religion and ethical standards

Note both your own and your parents' attitudes toward religion and philosophy, your own religious and philosophical experiences, sense of sin or guilt and of conscientiousness, the degree of your prejudice or tolerance regarding others' beliefs or conduct, any conflicts over moral standards or new ideas about life.

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Ideals and aspirations

Describe briefly any persons whom you have idealized or admired highly, and state how you think they have influenced you.

List ambitions or strong desires you have had or now have, and suggest their possible sources.

Significant experiences

Describe the experiences which you think have had the most lasting influences in your life and suggest how you think they may have influenced you.

Family characteristics

List characteristics and achievements of each of your parents, brothers, and sisters; also of uncles, aunts, cousins, grandparents, and great-grandparents about whom you have or can secure information.

Include in your lists information about physical characteristics, such as health, vigor, stature, features, length of life, and any physical variation; temperamental characteristics, such as mood (cheerful, melancholic, irritable, placid, even) and tendency to strong or weak emotions; mental characteristics, such as abilities and interests (intellectual, artistic, musical, mechanical, etc.) evidenced in occupations or hobbies, or conspicuous traits of character; and social characteristics evidenced in relationships with others.

Check through these lists of characteristics to locate those items which you think might easily be accounted for largely on the basis of environmental influences, such as strong family traditions, prejudices, or persistent economic or health conditions. For example, a disease such as malaria may persist through several generations because of an unhealthful environment. Strong political, religious, or social traditions may be instilled through early training and may become a matter of family pride. Underline once the listed characteristics which you think may be accounted for in large part by some such environmental influences. Underline twice those listed characteristics which

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you think may quite clearly have their foundations in heredity. Star (*) those characteristics which you think may be significant for you to consider in relation to your own present characteristics or potentialities.

Next check over your notations under all of the preceding headings to determine which influences in your life seem to you to have been desirable and which undesirable. Summarize these in two columns like the following as you did for the persons described earlier:

1	2
Desirable influences	Undesirable influences
(Rule as needed.)	

How are you using the desirable influences in your life?

Activities such as have been outlined should bring home to you how much you are indebted to others for what you yourself are. Your parents not only gave you physical existence, and hereditary background but have helped you in innumerable ways to become a human being capable of enjoying life in all its richness. The same may be said in varying degrees of your friends, associates, and teachers, as well as all those people, past and present, whose lives have affected yours through their writings or other achievements. Your parents and teachers have probably encouraged and inspired you to be a finer and happier individual than you would otherwise have been. Scientists have made your world a healthier place in which to live, and have given you the radio, telephone, automobile, and other luxuries too numerous to mention. Artists, musicians, and writers have brought beauty into your life and heightened your aspirations.

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You are likely to accept all of these benefits as a matter of course if you do not take the time to evaluate thoughtfully what they have meant and will continue to mean in your life. How should you try to repay this debt which you owe the world?

The authors would say to you: By becoming the finest person you are capable of being, and by helping to the best of your ability to make the world a better and happier place for everyone. Do you agree with this answer? We hope so, and suggest that a good way to start planning and working to achieve these goals is to examine thoughtfully your list of desirable influences in your heredity and your environment to determine how you can make better use of them. A pooled class list of recognized advantages and opportunities in home, school, and community will probably suggest to you possibilities which you have overlooked in your first check. You will wish to add these to your list. It may also prove helpful to recheck the suggestions on pages 59 and 60.

Enter your list of advantages and opportunities in the left-hand column of a chart in your notebook with headings such as the following:

1	2	3
Advantages and opportunities in my heredity and environment	How I am using these opportunities	How I can make better use of these opportunities
(Rule as needed.)		

Then fill in columns 2 and 3 for each advantage or opportunity listed in column 1. Make specific suggestions in column 3 as to

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what you can do in order to make better use of your opportunities. For example, could you choose better shows and attend more concerts, plays, and lectures of a cultural nature? Do you need to learn to choose better books and magazines at the school or public library? Are there activities available to you in which you could improve your ability to express your ideas, to get along well with others, to perform social or athletic skills? Are you doing your share in the civic life of your school? Are you learning to live happily and co-operatively with others in your home? Are you choosing school subjects and activities wisely with a view to self-discovery and your best self-development? Are you gaining the most that you can from your study and other activities? Are you taking advantage of your health and recreational opportunities in building a sound body and mind?

You will not, of course, have a complete list of advantages and opportunities in your chart. The number is likely to be too long to list. Also, one cannot be aware at any one time of all possible advantages. What seems like a disadvantage may even prove in time to be an advantage. Life from day to day is ever uncovering new possibilities if we are alert to see and understand them. *The important thing is to start now making the most of recognized opportunities.* We thereby increase our power to grow and become finer persons through using new opportunities as they appear on the horizons of our lives. Each step in our growth *brings* new opportunities into our lives and increases our ability to select those influences which we wish to build into our personalities.

How can you control undesirable influences in your life?

For each undesirable influence which you listed for yourself, consider the desirability or possibility of controlling it by any of the methods suggested on page 65.

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BUILD UP BARRIERS TO AN INFLUENCE WHICH CANNOT BE AVOIDED

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Remove the undesirable influence by getting away from it. For example, break away from undesirable associates.

Build up barriers to an influence which cannot be avoided by not reacting to it. For example, if a friend or a member of your family has a bad temper, keep your own when he loses his.

Control the influence by the way you react to it, so that it may even be turned to good account. For example, if something frequently annoys or angers you, expend your surplus energy in worthwhile work or play instead of losing your temper.

Overcome an undesirable personal tendency by persistent well-directed effort. For example, if you have a tendency to alibi or to avoid difficult tasks or situations, map out and put into practice a plan which will help you to develop the moral fiber needed to face and master your problems. If your physical resources are weak, map out, under the proper guidance, and put into practice a program of health and physical activities which will develop and strengthen your physique.

Compensate wholesomely for personal handicaps which cannot be overcome, at least without unwise expenditure of time or energy. For example, if you are not as good-looking as you would like to be, make yourself as attractive as possible but give some attention to the development of a pleasing and interesting personality which will attract others. If you have a limitation of some sort, plan a well-balanced program of activities that will give you satisfaction through achievements suited to other stronger abilities.

Write in your notebook specific suggestions for overcoming each undesirable influence or handicap. Also, list new influences or situations which you think would be desirable in your life, and after each one suggest ways in which you think it might be brought about.

Such planning may, on first thought, seem futile to you, but its value has been demonstrated through ages of human experi-

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ence. "As a man thinketh in his heart, so is he," expressed Solomon's wisdom. Emerson once wrote, "Great men are they who see that spiritual is stronger than any material force, that thoughts rule the world."

As a practical aid in self-direction, it is important to realize that *how* one *reacts* to any experience is more important than *what happens* to one. The effective application of this principle brings the control of many life influences within the power of an individual and helps to make him master of his fate.

HELPFUL READING

- BENEDICT, RUTH, *Patterns of Culture*, pp. 1-20, 223-278.
BENNETT, MARGARET E., *Building Your Life: Adventures in Self-Discovery and Self-Direction*, pp. 40-61.
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CAMPBELL, CHARLES MACFIE, *Human Personality and the Environment*, pp. 1-71.
COCKEFAIR, EDGAR A., and ADA MILAM COCKEFAIR, *Health and Achievement*, pp. 473-501.
DUNN, L. C., *Heredity and Variation*, pp. 1-66, 92-113.
FASTEN, NATHAN, *Principles of Genetics and Eugenics*, pp. 150-213, 278-356.
HUNTER, GEORGE W., *Problems in Biology*, pp. 21-35, 604-672.
MCANDREW, WILLIAM (Editor), *Social Studies: An Orientation Handbook for High School Pupils*, pp. 415-444.
MCCLAY, HARRIET L., and HELEN JUDSON, *Story Biographies*.
MORGAN, THOMAS HUNT, *Scientific Basis of Evolution*, pp. 13-151, 187-202.

CHAPTER IV

Are There Short Cuts to Self-Knowledge?

Harry Spencer closed his advanced algebra textbook with a bang, sauntered dejectedly down to the living room, and turned on the radio. His father looked up from his book and frowned slightly as snatches of raucous music came forth with the turning of the dial.

As Harry tuned in on station SAPS, a deep-pitched, sonorous voice proclaimed, "The high schools in this country are failing to give their students any helpful guidance in the choice of their vocations or in the making of other important life decisions. The science of character analysis contains the secrets of success and happiness. It can teach you how to read character at a glance and how to manage others; it can reveal your powers and your faults and tell you which one of sixteen hundred occupations you should choose. It will tell you whom you should marry. This is your golden opportunity. Will you grasp it, or will you let it slip through your fingers forever?"

"An answer to a prayer," exclaimed Harry, as he adjusted the radio slightly. "Perhaps I can find out whether to go on with advanced algebra next semester. This guy seems to know more than my counselor. Mr. Frazier won't tell us what subjects to take. He says his job is to help us to decide for ourselves."

Mr. and Mrs. Spencer laid aside their books and listened with Harry.

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" . . . child can easily analyze character with it," continued the radio speaker. "The first point to remember is that every person belongs to one of three types: blond, medium, or brunet. There are very marked personality differences between blonds and brunets. Blonds are enterprising, quick, and energetic and make good salesmen, engineers, and research workers. They are suited to occupations requiring versatility. Brunets are impulsive, emotional, persistent, and philosophical. If you are a brunet, your best vocational possibilities lie in the fields of writing, art, secretarial work, accounting, or any activities requiring industry and persistence. The medium type has a balance between the extreme traits of blonds and brunets.

"These three basic types are described in detail in my master chart, which you can secure by writing to this station. You will find the answers to all your questions in this master chart.

"Today we have considered the basic groups into which human beings can be divided. In our next lesson you will learn what profiles reveal. By the time you have mastered these few simple lessons, you will have in your grasp the secrets of power, success, and happiness."

The announcer took up the story at this point and explained to the radio listeners that Mr. Kwack's marvelous chart of life's secrets could be secured merely by sending in two package labels to the Blank Company, which was sponsoring these wonderful talks; also that Mr. Kwack would give a personal analysis for a nominal sum or a less complete analysis based on a photograph. Those receiving this service were assured of accurate analyses and concise recommendations completely covering all important personal problems.

"Gee, Dad, I wonder what the complete analysis costs. I'd like to see what that man would tell me." Harry was serious. He went on, "I'm worried about math. I want to take that

aviation course, but I'm afraid I'm not good enough in math. Mr. Frazier has a chart that shows the records of students who have entered the course. Most of the fellows who had marks in math as low as mine dropped out before they had completed the course."

"Did he advise you not to enter the aviation course?"

"No, Dad, he suggested that I find out about a number of occupations and not try to decide on one just yet. I wonder why they don't hire someone like this Mr. Kwack to tell us what to do."

Harry's older sister, Marjory, who was attending art school, looked up from her work in the den, where she had been busily sketching during the radio talk, and said dryly, "Why don't you apply what he's told you? He said a child could master his system."

"Don't be sarcastic, Sis. You're all set, with your scholarship and your prizes for your pictures. You know what you want to do and how you can do it."

"According to Mr. Kwack I'm all wrong. Golden tresses and blue eyes! If I followed the advice of your master character-analyst, I'd be *selling* pictures instead of making them."

"That's queer, come to think. Here I am with dark hair and eyes, wanting to be an aviation engineer, and he said blonds made good engineers."

"What about Mr. Gould?" asked Mr. Spencer. "He's a first-class engineer, and he's about the farthest from a blond of any man I ever saw."

"Perhaps the problem isn't so simple as this guy makes out. I'm going to ask Mr. Frazier about it in class tomorrow. Here goes for another try at that algebra problem."

As Harry mounted the stairs he called down, "Mom, will you save me those two labels, so I can send for that chart?"

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* * * * *

When Harry raised a question in his guidance class the next day about Mr. Kwack's system of character analysis, Mr. Frazier smiled quizzically and said, "Why don't you send for his chart, Harry? Bring it to class and we can all examine it."

Alice Adams raised her hand. "What about this Dr. Dall, whose lectures are announced on a poster in the drugstore across the street? His lecture for tonight sounds interesting."

"What is he to talk about, Alice?"

"His topic is 'The Science of Masterful Living.' The poster says that he will explain how to discover your inner powers and get exactly what you want in life. It adds, 'No guesswork and no failures.' Would that help us in our self-study here in class?"

"Suppose you report to us tomorrow, Alice, what this man says tonight, and then we can discuss your question. Does anyone know who this Dr. Dall is?"

"I'll look him up in *Who's Who*," Bob Dare volunteered, "but I doubt if he'll be listed there. My dad's been reading a book that shows up a lot of these traveling psychologists as racketeers just out to get people's money."

"How do they work their racket, Bob?"

"One that Dad told about was an ex-convict who took in millions of dollars for fake 'cures' of various sorts. When these were exposed, he organized a psychological society, made himself president, and traveled about giving lectures. He swindled people out of thousands of dollars, selling them worthless memberships in his organization, and worthless shares in a motion-picture syndicate he proposed to form. He left the country before the police caught him."

"But they're not all fakers," Alice rejoined. "My aunt Belle went to a character-analyst a couple of years ago, and she was told a lot of things that are true."

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MANY GULLIBLE PEOPLE ARE TAKEN IN BY FORTUNETELLERS

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"Of course," Bob replied. "If they stay in the racket, they have to be clever about sizing up a person, making some good guesses, and selling themselves."

"Would you like to study this matter?" Mr. Frazier asked the class. "Shall we try to decide which point of view, that of Alice or Bob, is nearer the truth?"

A chorus of approval greeted this suggestion.

"Bob, would you like to report on that book your father has been reading? And, Alice, will you tell us tomorrow about the lecture? Are there any further suggestions?"

"I once had my fortune told with cards and a crystal," Gladys Baer ventured, "and last summer I watched a woman at the Exposition read character from samples of handwriting."

This remark precipitated an experience meeting during which information was volunteered about other systems of analysis and fortunetelling. Eventually the following list was written on the blackboard by Jane, the class secretary. Mr. Frazier helped with the spelling of the names. What others, if any, would you add to this list?

Character-analyst	Graphologist
Phrenologist	Card-reader
Physiognomist	Teacup-reader
Palmist	Crystal-gazer

By the end of the hour the class had agreed upon the following list of investigations concerning the claims and activities of the exponents and practitioners of various systems of character analysis. Their plans as carried out may suggest interesting and worth-while projects for your class.

1. The entire class collected advertisements of such services in magazines, newspapers, and circulars, and helped to make

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as complete a collection as possible. A committee of several students surveyed the local community to locate persons carrying on such activities. They looked for leads in newspaper advertisements and in the telephone directory and they noted window signs.

2. When a considerable amount of material had been collected, a committee studied it carefully, classifying each service according to the system or systems used. In preparing their report to the class, this committee included, whenever possible, estimates of the probable cost of a service to the patron; also any available information about the training, reputation, and previous experience of the person giving the service, and his probable sources of income. They were able to secure but little information of this sort. Letters of inquiry were sent to numerous persons whose names and addresses were attached to testimonials appearing in some of the collected advertisements. Most of these letters were either unanswered or returned with the notation "Wrong address."

3. Several students answered some of the advertisements. One student in this group tried out as many systems as he could, kept a record of how the various analyses and predictions compared, and reported his findings to the class. Each of the other members of this group chose a particular system and secured responses from several persons offering the same type of service. Their reports to the class provided opportunity for noting similarities and inconsistencies in the various character descriptions and types of advice received. These reports also afforded much good-natured fun at the expense of the committee members, who accepted their roles as human guinea pigs with good humor and sportsmanship.

4. One committee studied the various systems in order to determine what assumptions underlie each, and what physical

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features or other factors are utilized in the analyses or predictions.

5. Still another committee reviewed researches which have been carried on to check the soundness of the claims made for the different systems, and summarized the conclusions of research workers.¹

6. Each member of the class kept notes on the findings of these various groups, and eventually formulated his own judgments about the value of such data for self-discovery and life-planning.

How can we apply to this problem the scientific method of thinking?

The method used by scientists today in their search for truth involves the following steps:

1. Formulating the problem to be studied
2. Observing and recording data within the field of the problem
3. Classifying and organizing the data on various bases, such as similarities, differences, relationships
4. Generalizing from these classified data to secure tentative hypotheses or theories
5. Verifying or refuting these generalizations by controlled experiments and the gathering of additional data

The attitudes of the scientist are quite as important as his methods. Among these attitudes some of the most important are:

Impartiality regarding what the facts may reveal. A personal bias directed toward the proving of a certain theory will tend to prevent the truth seeker from observing unfavorable data or cause him to misinterpret it.

¹ If your class should decide to do this, you will find the reading references at the end of this chapter helpful. Your instructor may suggest additional references.

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Breadth of view. Without breadth of view the observations may be limited to too narrow a field, and the results secured may be like those of the blind men studying the elephant.

Humility and tolerance. The realization of the wide gaps in our present scientific knowledge, and of the possibilities for error in observation and handling of data, tends to develop an attitude of humility toward available knowledge and tolerance for differing points of view.

Loyalty to facts. "What are the facts? What do they mean?" These questions—and not "What do I believe?"—are all important questions to the scientist.

Readiness to revise conclusions in the light of new evidence. All scientific conclusions must be tentative, since the scientist is ever searching for and finding new facts.

We cannot all be scientists in the sense of adding to the store of scientific truth, but we can all become human engineers, attempting to apply scientific attitudes in our thinking. Surely it is quite as important to think and plan soundly about our personalities as about the material structures in our environment, such as bridges and buildings. The construction of a bridge calls for expert study and planning with respect to the site, materials, and design to meet possible stresses and strains. Successful living calls, likewise, for the scientific study of our personalities and of our problems of living together. The chief handicaps to scientific thinking about these matters at present are that we know less about our personalities and our social relationships than about material structures, and that we are not so likely to be objective and unbiased in studying the former as the latter. However, these limitations should not prevent us from progressing as far as we can. A knowledge of the fact that our happiness is at stake should permit us to do no less.

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If your class has decided to undertake a project like that suggested on pages 72-74, as a start, try to outline in your notebook the steps necessary to evaluate scientifically the claims of the character-analyst. In making this outline, follow the outline of the scientific method as given on page 74. What facts can you utilize under headings 2 and 3 in your outline? Be sure that you use all results of your co-operative class study of various systems of character analysis. In generalizing from the classified data, try to think clearly and soundly.

How would you judge such apparently conflicting statements as the following?

1. Your own casual observations of a few blonds and brunets have led you to believe the character-analyst's claim that certain personality characteristics are always associated with certain physical traits.
2. Analyses, by various systems, of members of your class or other persons you know verify characteristics you have observed in these individuals.
3. Analyses similar to those listed in 2 above, contain descriptions which do not fit the individuals involved.
4. Research studies involving many people show no stable relationships between certain physical traits and certain traits of personality as claimed by some character-analysts.

Which of the following conclusions would you consider soundest in the light of the evidence in the four statements you have just read?

1. There is no relationship between physique and personality.
2. The claims of the advocates of various systems of character analysis with respect to relationships between physical and personality traits are sound.

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3. We do not as yet have adequate data to determine whether there are significant relationships between physique and personality.
4. If there are significant relationships between physique and personality, we do not yet know the exact nature of those relationships, or what they might imply for understanding of human personality and for life planning.

Give your reasons for your choice of conclusions. If none of the four conclusions satisfies you, draw up your own and be ready to submit it to your class for consideration.

What are your tentative conclusions as to the possibilities for quick and easy short cuts to self-knowledge and self-development? Write these conclusions in your notebook. Compare your statements with those of your classmates.

HELPFUL READING

GIDDINGS, FRANKLIN HENRY, *The Mighty Medicine*, pp. 25-29, 133-147.

HULL, CLARK L., *Aptitude Testing*, pp. 111-155.

KITSON, HARRY DEXTER, *How to Find the Right Vocation*, pp. 1-17.

ROSENGARTEN, WILLIAM, *Choosing Your Life Work*, pp. 6-15.

WRIGHT, MILTON, *Getting Along with People*, pp. 55-73.

YATES, DOROTHY HAZELTINE, *Psychological Racketeers*.

CHAPTER V

Learning More about Self

"Isn't there *any* way that we can find out more about ourselves?" Harry Spencer asked Mr. Frazier one day, as the guidance class was attempting to evaluate the various systems of character analysis. "I see now that my high hopes for a quick and easy way were what you call wishful thinking. But do I have to guess or flip a coin about my algebra?"

Perhaps you feel somewhat as Harry Spencer did about this problem of self-discovery. If so, you are ready to try the "find yourself" stunts suggested in this chapter.

What do measurements reveal about how individuals differ from one another?

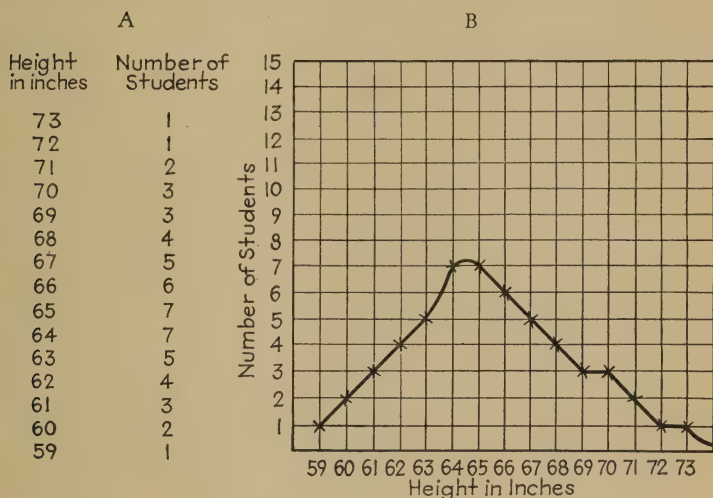
Let each member of your class hand in a slip of paper upon which is entered his height in inches. If your exact height includes a fraction of an inch, state it in terms of the nearest whole number. Someone should then record these data on a form similar to chart A following, and plot the results as in chart B, preferably on the blackboard so that all members of the class can follow the procedure.

A little study will show you that each point on chart B is determined by the number of students whose height is indicated by the figure at the foot of the chart. Thus, as chart A also shows, one student of the group is 59 inches tall, five are 63 inches tall, and so on. When the points are connected, you

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have a line graph which pictures the situation with respect to height for the members of your class.

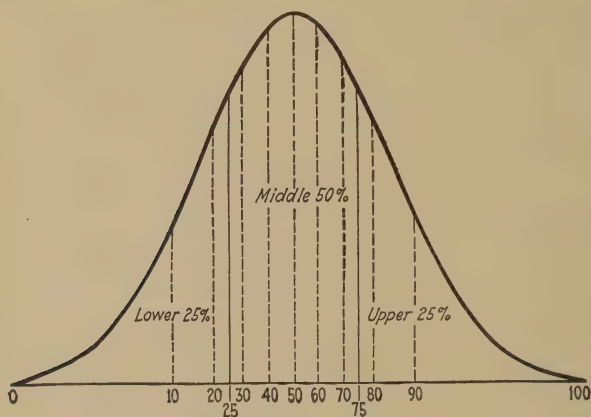
In your self-appraisal study you need to understand how to interpret such measurements because you will wish to use some scientific tests and rating scales, and the scores obtained from these are of value only if they are interpreted correctly.



Unless your class group is very small or is exceptional in some other way, the line which you have plotted to show the height of the various members of your class probably looks somewhat like the line in chart B; that is, it roughly follows a bell-shaped curve. If you stop to think, you will realize that this fact is not surprising. Common sense tells you that there are in the world more persons of medium height than there are very short or very tall persons. In other words, if you were to measure the height of all persons in your community, the resulting curve would be similar; and if it were possible to measure

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all the people in the world, the curve would be a perfect bell shape. This distribution seems to represent a law of nature, no matter whether you are measuring the height of persons or their skill in drawing, the speed of horses or the size of leaves on a tree. There are always more individuals near the average than near the extremes. Also the differences usually range in a continuous series from one extreme to the other without wide gaps between adjacent steps in the series. This line is called the



A NORMAL PROBABILITY CURVE

“normal probability curve” of distribution. It is shown above. Compare your class chart with this curve.

It may be that the curve which you have plotted for your class is not a normal curve because your class does not represent in height a true “random sampling.” Since persons collecting data cannot always measure all the individuals involved, a method has been devised for securing representative results in a different way. For example, to discover levels of mechanical ability among high school boys and girls, it would not be possible or necessary to test all the high school students in the

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United States. Adequate tests devised and given to several hundred different groups scattered over the country would serve as a random sampling. It has been shown that such sampling normally represents the facts for the whole group. Note, however, that one small group such as your class probably would not constitute a random sampling.

Charts A and B on page 79, or the charts which you have made for your own class, show still another interesting point regarding the nature of differences among people. By means of such charts you can discover where any individual stands with relation to the group. For example, you can determine very easily whether your height is above or below the "median," or middle score, for your class. To determine the median score for any group, first count the total number of individuals measured and divide by two. Chart A, for example, shows that 54 students were measured. One-half of 54 is 27. The height of the twenty-seventh person, counting from either end of chart B, is near to the median height for the group. The median falls between 65 and 66 inches, as shown in chart C, page 82. What is the median for your class? Is your own height above or below the median?

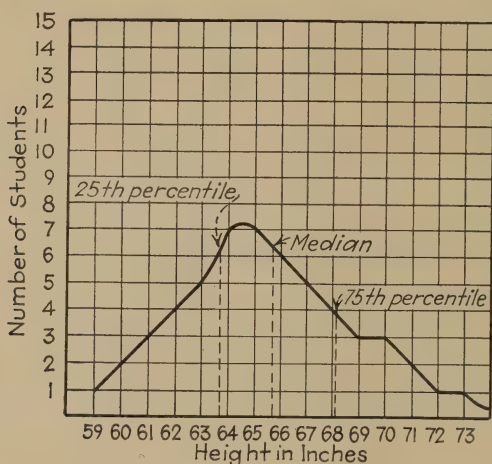
You can show the relative height of any individual in the group even more exactly by means of "percentiles." Look again at the normal probability curve shown on page 80. The number of items or persons measured has been divided into 100 equal groups. Each broken line marks off a certain per cent of the total number, 10 per cent, 20 per cent, and so on. Each line thus indicates a percentile. For example, if 100 persons have been measured for height, the line marked 10, that is, the tenth percentile, marks the person ranking tenth in height from shortest to tallest; the fortieth percentile marks the fortieth person, and the ninetieth percentile marks the ninetieth person. Thus

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the rank of any individual in the group can be indicated by a percentile. Notice that the lines marked 25 and 75 set off the middle 50 per cent from the upper and lower 25 per cent.

Study again the chart which you have made showing the height of members of your class to see how you can mark off the middle 50 per cent of your class as to height. To do this it will be necessary to locate the twenty-fifth and the seventy-fifth

C



percentiles. This can be done as follows: Divide the total number of individuals represented on the chart by 4 to find out what is one-fourth of the group. Then multiply this number by 3 to determine how many constitute three-fourths of the group. Next, beginning at the left-hand side of the graph count off one-fourth and three-fourths, respectively, and mark on the line at the bottom of the chart the approximate points that divide the entire group as desired.

Chart C on this page shows the twenty-fifth and seventy-fifth percentiles for the group represented by chart B (page 79). If you have difficulty in locating these percentiles ex-

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actly on your class chart, it may be wise to appoint a committee to work out the mathematical details. The committee may secure the help of your counselor or of a mathematics teacher or of someone especially trained in statistical methods.

When you have located these percentiles, note whether your own height falls within the middle 50 per cent or within the upper or lower 25 per cent.

What is the nature of your self-discovery problem?

We have used height to illustrate how people differ from one another because this characteristic is very tangible and easy to measure. What about many other characteristics such as weight; color of hair, skin, and eyes; facial features; and innumerable traits of personality?

Nearly all physical traits measured have been found to occur in continuous series according to the normal probability curve. (See page 80.) For example, we cannot accurately separate individuals according to their coloring into three groups: blond, medium, and brunet. A random sampling of individuals judged as to hair color would range from extreme blondness through all the various intermediate stages to extreme brunetness, and the extreme blonds and brunets would be in the minority.

Numerous tests and rating scales have been developed to measure various aspects of personality. The scores of many individuals on such tests indicate that human beings tend to vary from one another in these various traits according to the normal probability curve just as they do in physical characteristics.

Your problem of self-discovery is not that of pigeonholing yourself as belonging to a certain type and giving yourself a queer name. One of your problems is that of determining the relative degrees in which you possess certain traits or ten-

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dencies in comparison to other people. Another problem is that of discovering which are your stronger and which are your weaker traits or tendencies. No one can expect to excel in everything. Research has indicated that human beings vary within themselves with respect to their numerous characteristics according to the normal probability curve. That is, any individual is likely to have a few strong and a few weak characteristics, and many which rank about average. An understanding of these variations within yourself is necessary for wise planning as to how to make the most of your strong points, the best of your weaker ones, and how to weld all of them into an effective and attractive personality.

Helpful tests and scales have been developed for the partial measurement of such aspects of personality as academic or scholastic aptitude; mechanical, musical, artistic, and scientific aptitudes; social facility and adjustment; aptitude and achievement in various fields of learning; attitudes; vocational interests; and numerous tendencies as to social relationships.

Your class and your instructor may wish to concentrate on the use of a few of these tests, or it may be possible for each of you to choose certain ones which interest you most. Your school may, of course, have decided to use only certain ones, and the budget may not allow for the expansion of the testing program.

A few words of explanation may be needed regarding the tests. They are usually paper-and-pencil tests in which you are confronted with a series of questions, problems, exercises, or described situations to which you must respond according to prescribed directions, and often within certain time limits. In some cases the test is given orally or consists of a series of things to do and requires no writing. No examples of such tests are supplied here because, for accurate results, a person should not see the test until he is ready to take it.

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These tests have been "standardized," that is, they have been given to a sufficiently large number of people of given ages, sex, or other conditions to secure a representative sampling. "Norms," that is, standards based on achievements of large representative groups, have been determined on the basis of test scores made within such groups, so that one may compare himself with others as to the relative extent to which he possesses the tendencies being measured.

The scores on many tests can be converted into percentiles. The percentile can then be interpreted in terms of position on the normal probability curve or rank in a representative group of 100 persons. Your instructor will explain other methods, that may be used.

When your class takes a test, your instructor may wish you to hand in your scores on slips of paper as you did for comparing your heights. The scores can then be recorded and charted, as they were for height, and each of you will be able to note your relative rank within your group. In order to preserve the records of all tests which you may take, prepare a table on a page in your notebook with headings like those in the following form. Enter the test data in the appropriate columns. Provide enough spaces to care for a number of test records. You may wish to continue entering such records over a long period of time.

1	2	3	4	5
Name and form of test	Date	Score	Percentile placement or other interpretation	Comments
(Rule as needed.)				

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HOW HIGH CAN YOU NOW PLACE THE BAR FOR YOURSELF ON YOUR TESTS?

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There is always the possibility that your score will change somewhat on a test if the test is repeated. This is one reason why you should interpret your score in terms of your position in a group. The results of any personality test that you may take can indicate only a tendency with respect to what it measures. These tests should not be considered as exact measures of ability in any respect.

There are, of course, many personality characteristics for which tests may not be available to you. Suggested activities for self-appraisal will help you to check yourself very roughly on these. Through careful objective observation and evaluation of your behavior and achievement, you can gain much self-knowledge. Such knowledge should always be used to verify or supplement test data, no matter how ample the latter may be.

A Greek mathematician once said, "The difficult thing in life is to know oneself, the easy thing to advise others." The human personality is too complex, and we as yet know too little about it, to justify one person's making major life decisions for another. Guidance services have been introduced into school programs, not for the purpose of making such decisions for individuals, but rather to help them to acquire needed information for themselves and to use it in planning their life activities.

There is no easy shortcut to the solution of life's puzzles. Life is a continuous adventure into the unknown. What will be the nature of each successive development within ourselves or in the world about us cannot be predicted with certainty. However, there is much cumulated research with respect to human beings and their activities. This research can help us to predict *probabilities* with much greater accuracy than we could guess them. The only intelligent course is to make the best

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possible use of all information we can obtain for predicting probabilities for our own life activities rather than leaving the outcomes to chance.

What help can you get from measurements and ratings?

After you have found your relative position in a group with respect to a particular characteristic, the next problem is that of predicting what this indicates as to possible behavior or achievement. You should not attempt to interpret test results by yourself, for these are scientific data the sound interpretation of which requires specialized training. Your instructor or counselor will doubtless discuss some of the general aspects of test interpretation and prediction with your class group. However, you should have conferences with your counselor to consider the possible bearings of your test data on your life planning and activities.

No perfect system of fortunetelling has ever been developed as to one or a group of characteristics measured, but surprisingly accurate predictions have been made on the basis of some. Often a combination of traits or abilities is more important than any specific one. In fact, the golden mean may frequently be more desirable than an extreme degree of a particular trait or tendency.

Jack Hart, for example, scores very high on tests of so-called intelligence or academic aptitude, but is very low in self-confidence, lacks stable work habits, and puts off hard tasks. *John Ransom* scores only a little above average on intelligence or academic aptitude tests, but is industrious, has efficient work habits, and is aggressive and self-confident in attacking his study problems. Jack has numerous failures on his record sheet, and engages but little in student activities, while John is a consistently good student, plays football, and is popular

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with the students. For successful school adjustment, John's good balance of traits offsets Jack's high academic aptitude.

A high degree of any socially useful trait may be an asset if the rest of the personality does not offset it in some way. *But the total personality pattern is the thing of greatest importance, and you should try to gain insight into your personality pattern as we consider various tendencies.*

How do you rank in the strength of various abilities?

What of your academic skills and information? Probably the most fundamental of the academic skills is reading, since it is basic for work in any field of study. It is to be hoped that your test or tests in reading are such that you can secure not only a total score indicating your grade placement or your percentile rank for your grade or group, but also separate ratings for speed and comprehension. The test scores would be still more helpful if they enabled you to analyze the factors in which you are weak and strong, such as understanding words, sentences, or paragraphs; noting details; getting the general meaning; and distinguishing between major and minor points. Tests of vocabulary, both general and specific for different subject fields, often help one to analyze the factors that enter into poor or ineffective reading.

Spelling, writing, and language usage are important skills in most types of high school study. Tests in grammar may prove helpful to check background or preparation for foreign language study. Skill in arithmetic computation and good reasoning ability are important for both science and mathematics. There are numerous tests which specifically relate to these and other fields and which could help you to check your achievement or to measure your ability to work in these fields.

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There are tests and batteries of tests which check the extent of one's information in various fields, such as history, civics, geography, contemporary affairs, physical and biological science. Such tests are usually called "achievement" tests, but they indirectly measure both interest and aptitude to a certain extent, since we are likely to acquire information about those things in which we are interested and proficient.

You may secure some worth-while clues about your special abilities from achievement tests if you analyze the results carefully in the light of your past experience. For example, try to recall your motives for studying a particular subject, for which you have an achievement test record. Did you especially like or dislike the study itself? Did you like or dislike the teacher, and work more or less on that account? Did illness or any other condition prevent you from doing your best work? It will prove valuable to store up many such clues for use in thinking about your training and vocational possibilities, as well as in analyzing present difficulties or possibilities. You should, therefore, keep a careful record in your notebook of your scores on all tests that you may take now or later. Each test score should be accompanied by any interpretations you can give after an analysis of past experiences which may have influenced your performance on the test. Remember that it is the whole personality pattern which is important.

What of your academic aptitude? People differ in the ease and speed with which they can learn, just as in other abilities. Most tests which are called "general intelligence" or "mental ability" tests measure this facility especially with respect to the academic subjects which require the use of language and abstract thought. These tests of academic aptitude usually draw heavily upon language ability (that is, skill in using words or language symbols) as well as upon number sense or ability in

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calculation, a fund of common information, and the ability to reason and exercise practical judgment in common-sense problems. These are much the same abilities as are called for in school work.

No one is expected to answer all the questions in one of these tests, but anyone is sure to answer many. The total score on the test may not always be enlightening. If you are high in practical judgment, for example, and poor in number sense or language facility, or if you have any other uneven combination of the abilities required in the test, the total score may not be especially helpful in revealing your strengths and weaknesses. Also, whatever your percentile placement on any test of academic aptitude, remember that sheer chance may cause your test rating to vary several points in either direction. In other words, on a second test your score may be several points higher or lower.

The results of such tests should never be used by themselves in making decisions about one's educational or other activities. The information should always be checked against actual achievement. Dr. Lewis M. Terman, a leader in the field of testing, says in regard to the use of these tests in educational and vocational guidance:

They do not tell us whether the pupil is more gifted in the scientific or the humanistic studies; whether, in case he leans to science, his ability and interest fit him better for the physical or the biological sciences; whether, in case he leans to the humanities, he is best fitted to succeed in linguistic or creative literary work, in the social studies, or in one of the fine arts. What is perhaps fully as important, the tests do not tell us anything about the numerous personality traits that influence so profoundly one's success in this or that career.¹

¹ Terman, Lewis M., "Ability and Personality Tests," *Independent Education*, III: 5-6 (December, 1929).

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Effective intelligence is shown by making the best use of all one's abilities, weak, average, and strong.

You should have a conference with your instructor or counselor about any test scores or ratings you may secure on these academic aptitude tests. It would be impossible for you to interpret the results, since even highly trained workers often find it difficult to make accurate interpretations of the results for certain individuals.

Do you have a mechanical bent? Since mechanical abilities are required in so many activities, both occupational and recreational, it would be worth while for you to secure a measure of your aptitudes in this field. Important among these mechanical aptitudes are the following: the ability to think clearly about shapes, sizes, and space relations of objects; co-ordination of eye and hand; dexterity of fingers in performing manual operations; steadiness and quickness of movement; and ability to acquire a high degree of manual skill.

Studies show that there is a fairly regular increase in the mechanical abilities of individuals between the ages of eleven and twenty and that there are no important sex differences, except on tests influenced by previous practice. The most reliable tests in this field are individual performance tests instead of group paper-and-pencil tests. Analysis of your past experience and achievement will no doubt reveal something of your aptitudes along mechanical lines.

Construct a chart in your notebook like the one on page 93. Enter in column 1 your past activities or achievements which have involved the use of certain mechanical skills or abilities. Include both work and play activities at home, at school, and elsewhere. Activities in home economics and industrial and practical-arts courses at school are especially important to include in the list, but do not limit yourself to these. For each

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activity listed, enter a check (✓) in the subsection of column 2 which best describes the degree of your mechanical ability shown in that particular activity. In making these ratings, use all evidence available in the form of objects created, marks received, and others' judgments of the results.

1	2		
My activities or achievements which have involved mechanical abilities	Degree of mechanical ability evidenced		
	High	Fair	Low
(Rule as needed.)			

Write a paragraph in your notebook evaluating your mechanical ability as compared with that of other people your own age. How closely do your ratings and judgment harmonize with your test scores on mechanical aptitude tests, if such are available?

Do you have musical talent? Many who do not contemplate a vocation in music are interested in music for leisure-time enjoyment. The universal appeal of music from either the production or appreciation standpoint should make the measurement of musical abilities generally interesting and worth while. The best-known tests in this field consist of phonograph records which call for the following types of discrimination:

Sense of pitch: the detection of minute differences in the level of tones

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Sense of intensity: the detection of differences in weakness and strength of tones

Sense of time: the detection of differences in time intervals

Sense of consonance: preference for different combinations of tones

Sense of rhythm: the detection of similarities or differences in rhythmic patterns

Tonal memory: measured by the ability to detect which note in a series of tones is changed when the series is played a second time.

These different abilities are obviously important for both musical performance and musical appreciation. These music tests have proved helpful in predicting musical achievement and are used as one basis of selecting students in some schools of music. Research has indicated that only in the highest types of musicians are many of the listed abilities found to a high degree in one person, and that an individual is seldom endowed with more than a few of these abilities to a serviceable degree for attaining the highest levels of musical development. These facts would suggest the need for measurement of these musical abilities before entering upon training for a vocation in the music field. Such tests would also help to guide in the choice of a special field of music.

What does your past experience reveal about your musical ability and appreciation? To aid you in answering this question, construct a chart in your notebook similar to that on page 95. In column 1, list all of your experiences and achievements which in any way involve musical performance or appreciation. Include any musical training or performance, either individual or in groups; and the types of your appreciative activity, such as radio programs, concerts, or opera. For each activity listed, enter a check (✓) in the subsection of column 2 that best describes the degree of musical ability or appreciation which you think you have shown in that particular activity. Compare

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1	2		
My activities and achievements which have involved musical abilities or appreciation	Degree of musical ability or appreciation evidenced		
	High	Fair	Low
(Rule as needed.)			

your estimates with the opinions of others who are competent to judge your musical ability. How well do your judgments harmonize with test data concerning musical abilities, if such data are available? How do you expect to use whatever musical ability you have? Write a paragraph about this question in your notebook.

Do you have an artistic leaning? If you are interested in some aspect of either the fine or practical arts, you will probably enjoy taking one or more tests in the fundamental abilities required in the visual arts or in artistic judgment or discrimination.

It will also be of value to check over your past experience by using a chart like the one suggested above for musical talent and appreciation, and arrive at a tentative judgment about some of your artistic abilities. List all your past activities that you can recall which involve artistic appreciation or participation. Examples to start your thinking are: painting scenery for a play; painting or drawing pictures; modeling objects; designing posters; designing dresses; reading about painters, sculptors, or other artists; making visits to art galleries; reading art journals.

Every person may find joy through suitable creative self-expression, either in work or in leisure-time activities. The

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range of possibilities is practically limitless—choosing color harmonies in your home, designing a dress or a piece of furniture, landscaping your yard, building a garden pool, making pottery, sketching, painting, or modeling. Do not stint your imagination in thinking of possible avenues of self-expression. We have limited our discussion here to the visual arts, but you may wish to expand your study to include poetry, drama, fiction, and the other language arts. On the basis of your self-knowledge gained through the evaluation of your experiences and any test data, plan thoughtfully to provide in your life opportunity for self-expression in the arts. Map out these plans in your notebook. Class discussion may suggest new possibilities which you wish to incorporate in your plans.

What about other possible aptitudes? There are many aptitudes for which tests are available, and new measures are constantly being developed and perfected. Many business and industrial organizations prepare and use their own aptitude tests for placement and promotion. The results of these tests, when available, may afford some self-enlightenment. Actual experiences in doing odd jobs also provide excellent opportunities for self-measurement through first-hand tests.

As a means of evaluating your past experiences not included in the previous charts, prepare a form in your notebook similar to that on page 97. Enter in column 1, under each suggested heading, all major activities which you can recall.

In column 2, try to specify the abilities which are required in each activity. For example, achievement in some subjects in the business-education field, such as typing, stenography, and office practice, may indicate weak or strong clerical aptitudes; social or club activities may show leadership or followership qualities or executive abilities; odd jobs may perhaps have

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1

2

3

Activity	Abilities required in each activity	Degree of each ability evidenced in each activity		
		High	Fair	Low
School subjects (List.)				
Other school activities (List extracurricular activities, such as athletics, clubs, class and student-body affairs.)				
Home activities (List duties and volunteer work, entertainment, etc.)				
Hobbies and recreational activi- ties (List.)				
Social-civic or religious activities (List club, church, and other community group activities.)				
Work experiences (Include odd jobs, summer work, training experiences, or regular work for pay.)				

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revealed ability to follow directions, to influence or to get along well with others, or the lack or presence of initiative and resourcefulness. This step may prove difficult, but discussion with your class and your instructor will help you to analyze these abilities. Think always of what is done in connection with each activity.

Then, in column 3, attempt to rate yourself on the degree of ability manifested in each experience. In making these ratings, think always of any concrete evidence in the form of objects created, marks received, or the expressed judgments of other people, as well as your own judgments during the actual experience. Ask your parents, instructors, and friends who are competent to judge, to check over your ratings critically. Then make any revisions in these ratings which seem desirable as a result of their suggestions.

When you have completed these ratings, make three lists on a page in your notebook, headed: *My Stronger Abilities*, *My Average Abilities*, *My Weaker Abilities*. Check through previous rating charts prepared in connection with this chapter and enter in the appropriate list in your notebook any abilities rated in these earlier charts.

If your lists are similar to those of most people who have attempted this self-appraisal, you will have several entries included under each heading. If you have few or none listed under stronger or weaker abilities, it would probably be wise to question whether you have rated yourself accurately, and to recheck your ratings with the help of others who know you well.

Be sure that you keep records in your notebook of any aptitude tests you take, recording the data in the manner previously explained.

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What can you discover about your personality trends and traits?

So far in our efforts at self-discovery we have been studying abilities and aptitudes which can be judged largely in terms of achievement. There is much unexplored territory in our human personalities about which we must make rough guesses, if we are to try to see our personalities in terms of our real selves instead of as bundles of specific traits and abilities. A famous psychologist, Morton Prince, wrote a few years ago, "The world still awaits the great dramatist who will draw, if possible, a complete picture of a human personality, true to nature and under the confining canons of art." Before this can be done, research needs to be carried into unexplored regions. As we learn more about ourselves, we shall no doubt revise many of our present interpretations.

However, we can live only according to our present light, and we should be critical only of the failure to use what understanding we have. The extent to which we find even supposedly well-educated people seeking unscientific advice in the field of personality suggests that we are still in the dark ages in this respect as compared to our advancement in physical hygiene, medical practice, and scientific engineering in the world of material things.

Do not expect a complete bird's eye view as you approach this point in your self-exploration. You can gain only snapshots here and there, but if you continue to explore, you may eventually be able to fit the pictures together and see much of the whole pattern. Let us take a few snapshots.

How well do you adjust to people? Recognition of the importance of getting along well with people in social relationships has led to interest in measuring what has been called "social

intelligence." The attempt has been made to measure one's ability to judge human motives or mental states back of facial expression, the spoken word, or other forms of behavior; to remember names and faces; also to sample the extent of one's social information. The analysis of your responses on such a test may help to reveal some strong and weak points in your social behavior. Those who know you well may give you still more helpful information based upon their observations of others' reactions to you and, if they will be frank, upon their own inner responses to your social behavior. The use of various rating scales which are discussed later in this chapter can add to your knowledge of your social abilities.

If you wish to develop a high degree of social facility, you will need to become sensitive to the states of mind of others about you and to the effects of your behavior upon them. There are innumerable clues to such understanding in posture, facial expression, gestures, and other behavior. These clues constitute an unspoken language, as it were, to the person who knows how to interpret them. To some this ability seems to come more naturally than to others, but we can all improve it through experience and thoughtful observation.

Try listing in your notebook some clues to the attitudes, thoughts, and feelings of others. As an aid in making this list, think over your past experience and recall circumstances in which you have been especially successful in recognizing these signs and handling a social situation well as a result. Also, try to recall situations in which your social intelligence has not operated very successfully and you have made humorous or embarrassing social blunders. You will find it interesting and profitable to compare your list with the lists of your classmates and to watch for good "pointers" which you can incorporate in your list. Perhaps your class will wish to recount "My Most

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Embarrassing Moment" stories and analyze them to see how the embarrassment might have been avoided.

Write a few paragraphs in your notebook explaining how important you think social facility is and suggesting ways in which you can improve your ability in this respect.

Where would you place on a measuring scale of self-sufficiency? Do you tend toward the "lone-wolf" end of the scale, or are you quite dependent on others for your happiness? Here are sketches of two persons who may be said to stand at the extremes of the scale:

Harper Baine is quiet and reserved, and seldom participates in group activities. He rarely volunteers or asks questions in class. When called upon, he usually expresses his ideas very briefly and then withdraws again into his shell. His views upon social and political matters are quite individualistic; he is more talkative in social-science classes than elsewhere, though even here he evidences but little concern about what the other fellow thinks. He says what he thinks, and the rest can take it or leave it. At the library he goes off in a corner with a book or magazine and becomes so absorbed in what he is reading that nothing distracts him.

Harper's uncle owns a ranch in a sparsely settled part of Montana, and Harper often spends the summer there, riding his favorite pony and studying rocks and trees. He is planning to be a forester and will doubtless not feel lonesome or unhappy isolated at a ranger's station.

Harper is neither unfriendly nor extremely shy; he can, in fact, be very entertaining when anyone succeeds in tapping his special interests. But he does not seek out people for companionship nor depend upon their advice. When his pet dog was killed by an automobile recently, Harper went off by himself on a week-end hike in the mountains.

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Helen Pierce is quite the "life of the party" when with a congenial group, but quickly becomes restless and blue when she is alone for any length of time. On the school campus she is practically always with one or more friends, and she rarely studies by herself. If it becomes necessary for her to study alone at home, she is likely to call several friends on the telephone during the evening and engage in lengthy conversations about future activities or the next day's lessons.

Helen is a fairly good student, plays tennis and basketball, belongs to several clubs, and engages in many school activities, though she is rarely chosen as an officer or a leader. She does not have very definite opinions about anything and will ask the advice of her friends, parents, or teachers about even very trivial matters before making decisions. If she meets with a disappointment, she seeks the consolation of others; her good fortunes likewise require an audience. She is sensitive to others and will go out of her way to be helpful and sympathetic if anyone is in trouble.

Helen has traveled quite extensively with her family and has many prized autographs of famous people whom she admires and often tries to imitate. She is undecided about a vocation, but is considering nursing, social-service work, or journalism.

Most people range somewhere between these two extremes in self-sufficiency. Write a brief description in your notebook of how you think you react with respect to this trait or tendency, and analyze it to try to determine approximately where you place on the normal probability curve. Ratings or judgments of those who know you well may help to clarify your picture, or your instructor may give you a test against which to check your own judgments.

How much self-confidence do you have? Compare yourself with the two people described in the following para-

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graphs to see in what ways you tend to resemble or differ from them:

Martha Hendricks is a calm, cheerful, and self-assured person. She is a good student, a fairly good athlete, and exhibits poise and initiative in her social relationships. She has quite definite opinions on a good many matters, but is tolerant of the views of others and is seldom perturbed by criticism or opposition. She is on the school debating team, and she uses logic and facts rather than emotional appeals in meeting her opponents. She acts quite at ease with older or prominent people as well as with her friends or classmates.

Peter Sands presents a very different picture. He is shy and self-conscious in almost any group, and is painfully bashful and reticent in the presence of school officials, his parents' friends, or girls. He studies hard, and sometimes when he becomes interested in a class discussion, he forgets himself and contributes much to the group work. If his views are disputed or criticized, however, he is likely to blush and give evidence of emotional disturbance. Praise, on the other hand, exhilarates him for several days.

Peter dropped a public-speaking course because he could not face the experience of standing up before a class to talk. He would worry and show signs of nervousness for several days before it was his turn to speak. Very frequently he becomes blue and discouraged when he encounters a difficulty or fails to accomplish something upon which he has set his heart.

What do you think may be some of the causes of Peter's reactions?

As with self-sufficiency, most people range somewhere between these two extremes of self-confidence. Sometimes, however, a person who lacks self-confidence will act unusually self-assured and even cocky or conceited. This tendency to

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overcompensate for a sense of insecurity should not be mistaken for real self-confidence. Write in your note book a description of how you think you rate on the self-confidence scale.

How dominant or submissive are you? Some persons seem naturally to dominate and control a situation when with one or more people, while others are on the submissive end of the scale, readily accepting the leadership of others. One person who tends to dominate may be so tactful that others follow his lead from desire; another may arouse antagonism through arrogance or tactlessness.

Edith Brooks illustrates the tendency to arouse antagonism. She is always prominently in evidence when in a group, invariably is among the first to offer suggestions, and speaks with great assurance and authority. If anyone argues with her, she is likely to act superior and look amused at the other person's ideas. She often succeeds in leading a group in spite of these faults, since she has good ideas and knows what she wants, but she is cordially disliked by many. When she entered college, she was rushed by three sororities but did not receive a "bid" from any of them.

Thomas Bush is a large, good-natured boy with fair academic aptitude and good social ability. He is well poised, congenial, and resourceful. Other young people usually show interest in his ideas and follow his leadership enthusiastically. He seemingly makes no direct effort to dominate others, as does Edith Brooks.

In your judgment, which of these two persons has the greater self-confidence? Which one has the better leadership qualities?

Harold Fisher, unlike Edith and Thomas, is uncomfortable in the limelight in a social group, and rarely volunteers suggestions or takes the lead in any activity. He is a sociable person and

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is well liked by his associates, but he is essentially a follower. He is not imposed upon, however, as is Bess Gundy.

Bess Gundy is too submissive to stand up for her rights and is often used by others to accomplish their ends unfairly. Bess is not especially liked or admired by her fellow students.

Write a description in your notebook of how you think you stand among your associates with respect to dominance and submission.

Tests are available for measuring self-sufficiency, self-confidence, and the tendency to dominance or submission, as well as numerous other personality tendencies. If you can secure your scores on such tests, it would be valuable to compare your own descriptions with your test scores to see how closely your judgments correspond with more objective measures. *Your particular combination of these tendencies may be more important for your effective adjustment than the strength or weakness of any one.*

How do you rate on other characteristics? There are innumerable traits or behavior tendencies important for good social adjustment for which we have no objective measures. It is often valuable to judge yourselves on some of these traits, have others judge you also, and compare the sets of ratings. Your present teachers may be judging you with respect to certain traits; also the college you wish to enter or the business firms to which you apply for work when you have finished school may use ratings in judging candidates. It would be valuable to collect some of these rating scales and compare your self-judgments with the judgments of others.

From such use of various rating scales, you will be able to determine what traits are considered most important for success in various types of activity. Make a list of traits which seem to you of general significance in living. Compare this list

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1. How are others affected by my appearance and manners?

0	1	2	3	4	5	6	7	8	9	10
Avoided by others	Tolerated by others	Liked by others	Well liked by others	Sought by others						

2. Do I need constant prodding or do I go ahead with work without being told?

0	1	2	3	4	5	6	7	8	9	10
Need much prodding in doing ordinary assignments	Need occasional prodding	Do ordinary assignments of my own accord	Complete suggested supplementary work	Seek and ask for additional tasks						

3. Do I get others to do as I wish?

0	1	2	3	4	5	6	7	8	9	10
Probably unable to lead fellows	Let others take lead	Sometimes lead in minor affairs	Sometimes lead in important affairs	Display marked ability to lead fellows; make things go						

4. Have I a program with definite purposes?

0	1	2	3	4	5	6	7	8	9	10
Aimless trifle	Aim just to "get by"	Have vaguely formed objectives	Direct energies effectively with fairly definite program	Engrossed in realizing well-formulated objectives						

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with similar ones formulated by your classmates. Your group may then develop a trait list upon which you will wish to rate yourself to determine which traits need your special attention.

The form on pages 106-107 will serve as a guide in constructing scales for rating yourself on the traits in your class list. You may also wish to copy and use this particular scale,¹ since it includes characteristics that are very important for good adjustment. Do not write in this book, but prepare in your notebook a similar rating blank. Rate yourself on each part of the scale by placing a check (✓) on each line at the point which you think most accurately describes you. Note that this is a ten-point scale. You should secure ratings by several other people who know you well to compare with your own ratings. Prepare several extra copies of the scale for these additional ratings.

Your teachers may be making notes from time to time regarding your behavior, both desirable and undesirable. If so, they are probably willing to confer with you about these records, in order that you may benefit from their observations. You may even wish to keep some records of your own.

In studying and checking your personality traits, bear in mind that they may be changed to a considerable degree through persistent, well-directed effort and that, when such effort is made to improve them, it is worth while to check frequently upon progress made.

How do you vary within yourself as to different traits and abilities?

The following activities will help you to answer this question. Construct a chart similar to that on the opposite page.

¹ Items 1 to 5 inclusive are adapted from a personal rating scale prepared by a committee of the American Council on Education.

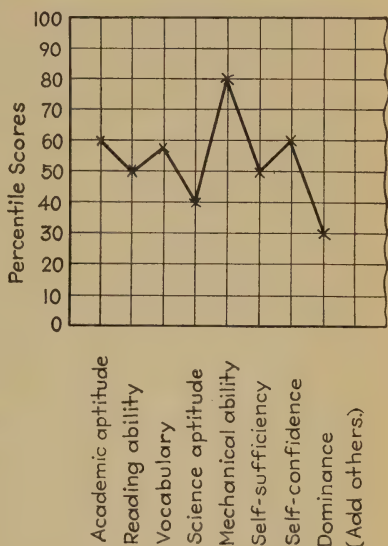
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Then in the spaces at the bottom of the chart, enter the names of abilities (see pages 89-96) and of personality trends and traits for which you recorded test data in the table suggested on page 85. Your entries may differ from those in the sample chart. Place a cross (X) on each vertical line at the point which represents your percentile score for each trait or ability. Then connect the X's to form your test profile.

Now construct a chart similar to that on page 110. Enter the names of the traits upon which you have been rated according to the directions given on pages 105-108. Your entries may be different from those given in the sample chart, depending on what scales you have used for your rating. This chart assumes a ten-point scale; if you have used a five-

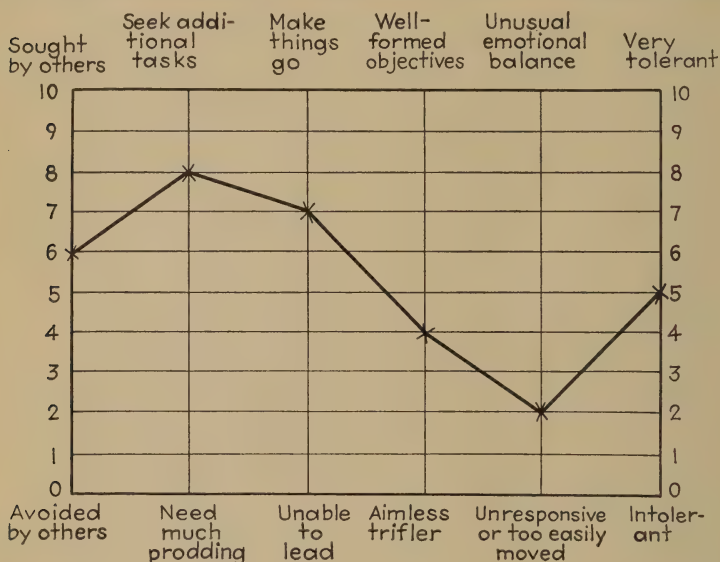
point scale, you will need to vary your chart accordingly. Plot the points on your scale by entering X's as on the preceding chart and connect these points to form your trait-rating profile.

Study these two profile charts to note whether your test scores and trait ratings tend to cluster toward one end or part of every scale or to scatter rather widely throughout the various levels of the scales used. In other words, do these charts show weak, average, and strong traits and abilities in your personality, or do all of them seem to be of about the same general level?



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Dr. Clark L. Hull, who has made a careful study of aptitudes, concludes that individuals tend to differ within themselves with regard to the strength of their various traits and abilities, by about eighty per cent as much as individuals differ from one another in any one ability. Here is another illustration of the normal probability curve. Of course, individuals may differ from one another in the spread of their abilities, and that



is one reason why we have suggested that you study the variation in your own traits and abilities as indicated in your two profile charts.

Dr. Hull has stressed the importance of such study by pointing out that if genuine vocational aptitudes tend to vary as much as other personality traits, it means that your best vocational potentiality must be between two and one-half and three times as good as your poorest. He suggests, also,

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that if vocational choice is left to chance, a person will very rarely choose the vocation for which his aptitude is greatest. We do not yet know enough about many vocational aptitudes to predict accurately for a particular individual, but the problem of good vocational adjustment is so important that you cannot afford to treat your vocational choice lightly. We shall return to this question later. Knowledge of your personality tendencies is equally important for planning all other aspects of your life as well as your vocation.

The gaining as well as the using of knowledge of self is, of course, a lifelong task. Our purposes in this chapter have been to learn more about objective methods of self-discovery and self-appraisal, and to make some beginnings in the use of these methods. The fragmentary pictures of self which you have developed by now should serve as a basis for further study. Eventually you should have an understanding of the total pattern of your growing personality including both its assets and its liabilities. When you have added to this knowledge the skill in planning and directing your activities in ways to make the most of your strong points and the best of your weak ones, you will have mastered much of the difficult art of self-direction. Throughout the rest of this book we shall consider how you can use self-knowledge in developing your personality and in planning and directing your life intelligently.

HELPFUL READING

BENNETT, MARGARET E., *Building Your Life: Adventures in Self-Discovery and Self-Direction*, pp. 62-94.

ROSENGARTEN, WILLIAM, *Choosing Your Life Work*, pp. 15-23.

SHELLOW, SADIE MYERS, *How to Develop Your Personality*, pp. 99-105, 176-188.

CHAPTER VI

Developing Your Personality

There is a fable which tells of a very proud prince who was unhappy because of a crooked back. One day he asked the most skillful sculptor in his kingdom to make a noble statute of him, true to his likeness except with a straight back. When the statute was finished, the prince ordered it placed in a secret nook in the palace garden where only he could see it.

Every morning, noon, and evening the prince stole quietly away to the place where the statute stood, and gazed upon the straight back, the uplifted head, and the noble brow.

Days, months, and years passed. Eventually rumors began to spread throughout the kingdom regarding the changed appearance of the prince. "Do my eyes deceive me, or is the prince's back no longer crooked?" "Is not the prince more noble-looking?" Such were the questions whispered about.

The prince smiled happily when these rumors came to him, for he had, in fact, become the noble man that his statute proclaimed him to be.¹

If you are literal-minded, you may ask, "Did the prince's back really become straight?" The fable does not tell us, but this is not the important question. The prince had developed the personal qualities which won for him the admiration that all normal people crave, and he was happy as a result. Merely

¹ Adapted from *Wings of Flame* by Joseph B. Egan. Copyrighted by The John C. Winston Company.

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losing his crooked back might have left him as unhappy as before.

What do you wish to be like ten years from now?

Our ideals and aspirations may be truly creative forces in our lives if we give them the opportunity to do their work as we live from day to day. The first step is to visualize clearly what we wish to be. Working without such a picture is like building a house without the architect's blue print. The next requirement is to have a strong desire to reach the goals we have set. Without this strong urge, we can easily be side-tracked in many ways. Lastly, we must develop skill as master builders in transforming our blue prints into living reality in our personalities. The control of our habits of thinking, our habits of feeling, and our habits of acting is the secret of this building skill. We are continually strengthening or weakening old habits and forming new ones, whether we will it or not. The conscious control and direction of this process are the keynotes of self-determination. To establish this conscious control, we must possess definite and clear-cut purposes and goals. We must also have an understanding and mastery of all the steps between the setting and the achieving of the goal.

How are habits formed?

Have you ever taught tricks to a pet? If so, you know how important it is, first, to control the situation in such a way that you secure the behavior you wish; second, to repeat the situation frequently until the behavior is learned; and, third, to accompany the correct response with a pleasurable experience, such as receiving food. Like our pets, we are continually learning tricks which determine our behavior in various situations. We have an advantage over our pets, however, as

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we grow up. We are able to choose for ourselves what old tricks we shall discard, and what new ones we shall acquire. We can, if we *will*, train ourselves much more effectively than we can train our pets.

How did you learn to swim, skate, dance, typewrite, play tennis, baseball, basketball, or football, or play a musical



WE CAN TRAIN OURSELVES MUCH
MORE EFFECTIVELY THAN WE CAN TRAIN
OUR PETS

instrument? You have no doubt acquired some one or more of these skills. Think over your experiences in mastering the activity in which you now have the most skill. Can you reconstruct the process? What led you to start training? What was your attitude toward the activity; was it one of dislike, or did you desire to engage in it? What were the first steps in your training? How much and how often did you practice? Did you become absorbed in the activity, or was it difficult to keep your attention on it? Did you make more mistakes or bad plays at first than later?

Did you gain satisfaction from your progress? Were there times when you seemed to make no progress? Did you enjoy the activity itself? Before you continue reading, jot down in your notebook your memories concerning these questions.

Now choose some game or activity for which you have trained but in which your skill is of mediocre quality. Answer

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the same questions as to your experiences with this activity. Compare your analyses of the two activities. Then list in your notebook the conditions which you think are necessary for acquiring a high degree of skill in any activity. Do this before you read any further.

How many of the following conditions are included in your list?

A strong desire to acquire the skill

An increasingly clear-cut picture of the activity itself

Persistent practice in performing the activity pictured

Pleasure or satisfaction in both the activity and the progress made

Use of the skill in playing games or doing work

Did you or any member of your class discover that you originally disliked an activity which you now enjoy? This often happens and suggests the desirability of persistence in striving to acquire a useful skill if it is not totally out of harmony with your abilities.

Habits of conduct, in general, may be acquired in much the same way that we develop various skills. Some of them, however, are more difficult to analyze than the skills we have been considering. In working toward the kind of person you wish to be, it is usually necessary to eliminate some old habits as well as to form new ones. Your problem is simplified, however, by the fact that it is often easier to substitute a new habit for an old one than to break off the old habit. You can thus kill two birds with one stone if you plan intelligently.

Before attacking your own habits, it will be helpful to examine some in other people.

Henry Price has a habit of procrastinating with his school-work. In the study hall he will discover that his pencil needs sharpening, that he has forgotten to fill his pen, or that he has

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left needed books or papers in his locker. Such a lack may give him an excuse for musing about the radio he is building at home or the week-end trip he hopes to take. Thus, the period frequently ends with no studying accomplished. After dinner at home he will play with his dog, tinker with the radio, and call friends on the telephone. Even after he sits down to study,



HABITS OF CONDUCT MAY BE ACQUIRED IN MUCH THE SAME WAY AS WE DEVELOP
SKILLS

he will find excuses for doing other things. Work on a paper or term report will invariably be postponed until the last moment and the report is usually turned in late. Tasks around the house meet with the same fate as his schoolwork. Henry is frequently worried about the way in which his work piles up and about his low marks.

Outline a plan which you think might prove helpful to Henry in overcoming his habit of postponing tasks. Consider

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the relative advantages and disadvantages of each of the following suggestions before working out your plan:

Deny Henry all pleasures, such as week-end trips, when he has procrastinated in study, turned in late work, or failed to finish schoolwork during the week.

Remove temptations at home by putting the dog in its kennel after dinner, and prohibiting work on the radio or the use of the telephone.

Have specific punishments inflicted for each lapse into postponement of work; for example, a certain amount deducted from Henry's weekly allowance.

Have Henry map out a time budget which will allow ample opportunity for work, play, and varied interests at definitely specified times, and have him practice following it.

Have Henry map out a systematic plan of study which will include special attention to care and arrangement of materials needed for study, a check-up on supplies before going to study periods, and other necessary details.

Have Henry keep charts to show the amounts of time spent on specific tasks, and compete with himself in reducing the time required; also have him keep charts to record progress in the quality of work done.

In your judgment, which would be most effective: to have Henry's parents and teachers plan and control the program of improvement, to leave it entirely in Henry's hands, or to have Henry and his parents and teachers work co-operatively on the project? Write out your reasons for your answers. Write out a plan which you think might prove helpful to Henry. Also, explain the reasons for each point in your suggested plan and compare yours with the plans of your classmates.

Esther Smith has a quick temper and has never learned to control it effectively. If she is crossed in any way by her

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parents or teased by her brother, she is likely to become furious and go into a temper tantrum. Her older sister, who is milder in disposition, often shows her annoyance at Esther's conduct by making sarcastic and humiliating remarks. Esther is easily aroused by sarcasm in others and will sometimes become so angry that she cries if a teacher or an associate directs sarcasm toward her. When with people her own age, she more often controls the outward expression of her temper outbursts, but she becomes tense and inhibited. Such occurrences are likely to be followed by attacks of indigestion and headache.

Suggest possible reasons why Esther does not display her temper outbursts so much with people her own age. Does she really control her temper at these times? What may cause the attacks of indigestion and headache? What do you think may be the reason for her sensitiveness to sarcasm? Why do you think her brother teases her?

Outline a program which you think might prove helpful to Esther in controlling her temper. Consider the advantages and disadvantages of the following suggestions:

Help Esther to form a habit of repressing her anger at home and at other places.

Help Esther to discover what arouses her anger and suggest that she avoid people or situations that annoy her.

Help Esther to discover the reasons for becoming angry in certain situations, and search for constructive outlets for her emotions. For example, if she becomes angry over injustice of any sort, she might interest herself in the study of some forms of social injustice and thus take her attention away from herself. If she has failed to grow up emotionally and to adjust herself to conditions which everyone must meet, she might compare her amount of freedom with that of others her own age. She might then check

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over her findings with her parents in order to work out a program of expanding independence as she gives evidence of growing up and showing normal self-control.

Have Esther take a thorough physical examination to discover any possible source of nervous irritation in fatigue or other physical disability.

If Esther is in good health, expand her program to allow for much interesting and pleasurable activity.

Have Esther plan to ignore her brother's teasing or to give him a counterattack with good-natured banter.

Discuss with Esther's sister the effects of sarcasm and try to enlist her aid in helping Esther control her temper.

Encourage Esther to work off surplus energy in strenuous games or other physical activity when her anger is aroused.

In all of these suggestions it is assumed that Esther realizes her difficulty and has a strong desire to conquer it. If she has not reached this stage, what means would you suggest to arouse her to her need? Do you think she may lack self-confidence and a sense of security? Would any plan which undermined either of these traits help her to solve her problem? Which would be the more constructive procedure for Esther: to try to avoid whatever arouses her anger, or to try to change her own reactions to these situations?

In outlining your plan of action for Esther, give reasons for each step. Compare your plan with those of your classmates.

Herbert Aiken is a quiet, reserved lad who has a strong ambition to be able to hold his own in an interesting manner in conversation. He lacks confidence in his ability to do so at present. He often becomes so embarrassed when he makes an effort to express himself that he forgets what he wishes to say. He is the younger of two children. His parents, who are good conversationalists, have never made much effort to draw him

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into their discussions. His older sister tends to be somewhat critical and disdainful of much that Herbert says when he attempts to express his opinions at home. At school he is rather slow in expressing himself. He has often been interrupted by a teacher or another student who has become impatient in waiting for him to finish what he has to say. Herbert is thoughtful and studious and reads a great deal. He is not active in either athletics or other student activities. He dances fairly well and goes to some of the school parties.

Herbert has mapped out the following plan for improving his conversational powers. Evaluate it critically to judge whether it is likely to prove effective.

He observes his parents and friends as they converse with other people, noting what they say and trying to discover the secrets of their success. He has jotted down in his notebook some suggestions growing out of his observations.

When alone in his room, he sometimes pictures himself engaging in conversation and, in his imagination, reviews what he and other members of his pictured group say. He is an active and successful member of the group in these daydreams.

He is attempting to get practice by initiating conversations or by voluntarily entering into discussions at the dinner table at home when the opportunity presents itself.

He has resolved not to be discouraged by rebuffs or failure to succeed as well as he would like, and makes entries in his notebook of the success and shortcomings of his efforts.

When reading a book or magazine, he often makes mental notes of facts or ideas that would be good material for conversation.

He is making a conscious effort to engage in more light, frivolous repartee and is showing considerable progress in this respect, as well as in more serious discussions.

He has joined a conversation club at school and is studying the problem with other interested students.

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In evaluating Herbert's program, consider these questions:

What are some of the possible reasons why he is so deeply interested in improving his conversational ability?

Do you think his parents and his sister could help him?

Is there a danger that he will become too introspective and self-centered about his conversational abilities and fail to develop spontaneity in his social relationships?

Do you think he should forget himself more and make an effort to become more interested in other people?

If he engaged more actively in sports and other student activities, would he be likely to improve his conversational ability?

Review the five conditions for developing a skill, listed on page 115, noting those that have been applied most effectively and least effectively by Herbert. Write in your notebook your suggestions for improving his plan.

What tentative plans will you outline for self-improvement?

Everyone has faults which should be overcome, and undeveloped abilities which need attention and effort. A good starting point in outlining a plan is a review of the comparisons of the different pictures of yourself sketched in your notebook in accordance with the suggestions on pages 24-27 and the discussion you wrote of ways of working toward the picture of what you wish to become. From these suggestions and others which may since have occurred to you, make two lists of habits or kinds of behavior: first, those that you wish to overcome, and second, those that you wish to acquire. Chart these lists in your notebook as suggested on page 122. Compare these two lists to determine which items in the second list may be substituted for one or more in the first. An attempt to substitute one habit for another may enable you to economize your efforts.

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1	2
Habits or behavior that I wish to overcome	Habits or behavior that I wish to acquire
(Rule as needed.)	

Select the substitute habit in which you are most interested. Then map out plans for acquiring the habit as carefully and critically as you planned for Henry and Esther. Consider the relative advantages and disadvantages of avoiding situations in your environment that may be contributing to the undesirable habit. Oftentimes we can build up barriers to particular influences in our environment or change our own reactions to them without cutting off contacts which are in many ways desirable sources of enrichment in our lives. When you have made your plan, put it into practice at once. Be sure to check results until you have noted very definite progress toward your goal.

Just as in perfecting special skills, such as swimming or typewriting, so in trying to change a habit, you are fairly sure to reach plateaus when little or no progress seems to be made. These are the times for persistent, increased effort, which will usually bring desired results. If it does not, the time may be ripe for a recheck on the plan of attack and a possible revision.

In all efforts at self-improvement, we need to remind ourselves frequently that there are no short cuts. Rather, we must work in harmony with the laws and principles of growth and development that have operated to make us what we are. A few *don'ts* may not be amiss at this point. We suggest the rules on page 123.

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Don't tackle too many problems at once. You have a lifetime in which to grow; so start with one problem. The mastery of this problem will give you added confidence in attacking the next one. Don't take yourself too seriously. Forget yourself a good part of the time, and act spontaneously and naturally. Growing a personality is somewhat like growing a garden. You need to plant good seeds and give them the proper care, but you should not keep digging them up to see if they are growing. Do your share, and nature will take care of the rest.

William James, the psychologist, formulated four maxims of habit formation which have become famous. They may be summarized as follows:

1. *In the acquisition of a new habit or the leaving off of an old one, launch the effort with as strong and decided a start as possible.* Provide yourself with all possible incentives and conditions for accomplishing the task you have set for yourself. Resolutions and pledges of various sorts are examples of effective beginnings for a new course of action, but unless carried beyond the first stage of enthusiasm they are of little value.

2. *Never allow an exception to occur until the new habit is well established.* "Each lapse," James says, "is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind again."

3. *Seize the very first chance to act on every resolution you make and on every urge you may experience in the direction of the habits you wish to establish.* It is not in the wishing, but in the doing, that habits are formed.

4. *Keep effort alive by a little free practice every day.* James believed that every day we should do something for no other

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reason than that we would rather not do it. Such practice, he maintained, strengthens our ability to meet successfully the crises which arise in every life calling for will power and effort.

This idea of discipline may sound a bit old-fashioned to you. In your training, interest and purpose have probably been stressed more than sheer discipline. We are recognizing more clearly today that unpleasant tasks and drudgery, of themselves, have no value. However, experience soon teaches us that many of the best things in life are won only at the price of courageous facing of obstacles and of intense and persistent effort to master difficulties.

Obstacles become challenges and toil may become joyful endeavor when recognized as necessary steppingstones to desired goals. The power to conquer difficulties through courageous and patient endurance of hardships in the interest of great or worthy purposes cannot be acquired on demand when a challenge comes. It requires as intensive training as does skill in playing football or a musical instrument. *Are you developing the inner discipline which will help you to meet difficult tasks and carry them through as means to the end of a satisfying, worth-while life?* Such self-discipline cannot be achieved through the performance of meaningless tasks. It requires intelligent purposing and planning which will inspire you to meaningful effort.

James's fourth maxim may have new meaning if we reinterpret it to signify that continually doing something new and different may help to keep one adaptable in ways of living. This adaptability is necessary in a world which changes as rapidly as ours does. Learning to learn more effectively is, therefore, one of the most important outcomes of a self-development program.

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To illustrate the process of conscious personality development, P. F. Valentine has used a familiar analogy from plant life in the following paragraphs:

The rose horticulturist carefully prepares his soil, mingling with it in perfect proportions the fertilizers which centuries of experience have taught to be the best. Into this ground he places with intelligent and patient skill the tender shoots of some rose, the latest child of a long ancestry of genetically guided parentage. Now he bestows upon his acres, with unremitting solicitude, all the attention that the most thoughtful mother could give her children. Day by day he makes over their bed. At night he covers them to protect them from the cold; at dawn he is out to remove their blankets that they may thrive in the warmth of the sun. Day by day he feeds them the life-giving water: not too much—just enough. He prunes, he props, and he sprays. And so there comes a time when the harvest of roses is blown and plucked and carried away to some chemist's laboratory. Then begins another patient and mysterious process; the slow distillation, achieved by a means that generations of distillers and the contributions of science have conspired to perfect. And out of the long process, from soil to beaker, draining into a final essence, there comes attar of roses—for every 40,000 roses, an ounce; for every 80 roses, a single drop.

Personality is a similar emergence, only a thousand times more complex. For it is no single essence. Every separate aspect of it is an essence drawn from preceding sources and processes as intricate as those of the attar. And every separate aspect is interlocked with every other aspect. Yet some will preach that personality may be changed by a series of foolish exercises, or by reading somebody's books, or by some mystical mumbo-jumbo. Just as foolish would it be for the horticulturist to buy a fairy's wand of a mountebank and, by waving it over barren fields, expect to find the precious drops in a teacup.

Can we, then, deliberately create or mold or modify our personality? Within limitations, yes. Realizing that through all the years

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of our life we have been weaving the structure of our personality, we may yet, in certain ways, effect changes in it by conscious effort.¹

HELPFUL READING

BENNETT, MARGARET E., *Building Your Life: Adventures in Self-Discovery and Self-Direction*, pp. 137-146.

DODGE, RAYMOND, and EUGEN KAHN, *The Craving for Superiority*.
JAMES, WILLIAM, *Habit*.

MCANDREW, WILLIAM (Editor), *Social Studies: An Orientation Handbook for High School Pupils*, pp. 177-212.

QUAYLE, MARGARET S., *As Told by Business Girls*, pp. 34-75.

ROBACK, A. A., *Self-Consciousness and Its Treatment*.

SHELLOW, SADIE MYERS, *How to Develop Your Personality*, pp. 28-39.

¹ Valentine, P. F., *The Psychology of Personality*, pp. 356-357, by permission of D. Appleton-Century Company, New York.

CHAPTER VII

Learning the Rules of the Game

Our best self-development comes as we work and play with others in the game of life, provided we know the rules and conform to them as good sportsmen. Many people fail to learn these rules or lack the courage and stamina to follow them. Usually these are the people who are unhappy and disgruntled and who feel that life has been unfair to them. Actually they have been unfair both to themselves and to others. Let us examine a few of the rules that have been tested by much human experience.

Do you keep physically fit?

To be a member of your school football or basketball team, you need to conform to certain training regulations of food, sleep, and exercise. Experience has demonstrated the value of these regulations for the quick, intelligent reaction and the endurance needed for effective playing. Students do not respect players who fail to conform to such rules and who thereby endanger the success of the school teams. Life is a continuous game which calls for much the same type of physical fitness that is demanded by athletic contests.

Certain rules apply to everyone; among these are the provision for adequate food, sleep, and exercise, and the alternation of work and recreation. Individual needs vary somewhat, however, and each person should study himself to determine

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how to develop and maintain the highest state of physical efficiency. Your school may provide the opportunity to study these matters under guidance and thus help you to lay one of the foundations for happy, effective living. This opportunity will not benefit you unless you make use of it by developing good health habits and maintaining them throughout life.

The human body is a very complicated mechanism. Even with the best of care it may need special attention at times.



GET PLENTY OF RESTFUL
SLEEP

We cannot control all of the conditions under which we live in our complicated social order. We may, in spite of community sanitation and hygiene, be exposed to some unhealthful conditions. As a preventive of ill health, it is wise, therefore, to have a physical examination occasionally.

With good health habits adjusted to your own requirements and a system of regular checkups on teeth and other physical items, you should normally be unconscious of bodily processes except for a pleasurable sense of physical well-being and abundant energy. Minor disturbances should not be allowed to distract and absorb your attention. These can quickly be forgotten if you engage in interesting work or play.

If your physical resources are limited or inadequate, you may need to exert considerable effort in order to maintain a satisfactory state of health. However, undue preoccupation with your general health is undesirable. Some people carry this preoccupation to the stage of "enjoying poor health," a condition which usually prevents them from really enjoying life. History is full of stories of people who have overcome physical

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weaknesses or handicaps and achieved worth-while things, and of those who have been unable to overcome physical limitations and have achieved much in spite of them, often in the face of continual suffering.¹ The important thing is to master and control the physical being in the interests of well-rounded living, rather than to be its slave.

If members of your class have already had courses or lectures in hygiene, it will be profitable at this time to prepare a list of important factors affecting health and physical fitness. This list may then serve as a basis for



EXERCISE REGULARLY

checking your own health and for mapping out an improved health program. For this purpose, construct a chart in your notebook similar to the one on page 130.

Enter in column 1 the items in your list of health factors. This list should certainly include such items as sleep, food, personal hygiene (bathing and care of the teeth, hair, and fingernails), healthful dress, exercise, recreation, avoidance of disease, care of common colds, and many other items.²

In column 2, check your status as adequate or inadequate with reference to each item. In column 3, map out your program

¹ Theodore Roosevelt and Robert Louis Stevenson are good examples of persons who triumphed over poor health. Your class may wish to read and report on the life histories of these and many other interesting characters.

² Your instructor and your class may wish to invite the school doctor, nurse, or physical-education instructor to discuss these matters with you and help you to build your chart.

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1	2		3
Health factors	With respect to this factor my program is:		My program of improvement
	Adequate	Inadequate	
Sleep			
Food			
(Rule as needed.)			

for improving your health. Include suggestions derived from individual or class study. To be of any value, these plans must, of course, be carried out faithfully from day to day.

Do you act your age?

Many people never really grow up, and others grow up too fast. Growth from infancy to real adulthood involves continual new adjustments to new situations. Behavior suitable at one period in life may be very unsuitable at an earlier or later period, and may cause trouble and unhappiness.

A very young infant is totally dependent upon others for his care. As he begins to show signs of emotional response to other human beings, he expresses his affection to those who minister to his needs and his comfort. Very early, he learns ways of attracting attention and of getting what he wants. We sometimes speak of this period of infancy as the period of self-love. The infant has not reached the stage of being interested in the welfare and happiness of others and of sharing in the give-and-take of life. He is, as we say, self-centered.

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DEVELOP SANE EATING HABITS

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If he is fortunate, he gradually learns as he grows older to play and work with brothers and sisters or with children outside the home. Thus he tastes the real joy of shared experiences. This joy is mixed, of course, with some disappointments when he must share his toys or sacrifice his desires for the interests of the group. If he adjusts successfully at this stage, he will learn to give and take. He will have numerous opportunities for self-expression and will experience the satisfactions associated both with leadership and with followership. He will also acquire and learn to discharge minor responsibilities in his home. His earlier love for his father, mother, brothers, and sisters will expand to include his playmates.

When he becomes old enough to attend school, his environment widens rapidly. He makes new friends, faces new social adjustments, and acquires new work responsibilities. Sometimes these new demands are not met successfully because earlier lessons of growing up have not yet been learned.

Late in childhood an interesting development usually occurs. Boys become more interested in boys, and girls in girls. Each sex tends to play and work more with its own members. At this period in life the opposite sex is frequently avoided. This is a period of strong hero worship. Boys are likely to choose men, and girls women, as their heroes. The influence of play groups is very strong at this time and sets basic standards of conduct.

Next comes adolescence, when important physical changes occur. These changes are associated with the action of the glands of internal secretion and are accompanied by mental and emotional changes. These are evidences of the man or woman developing out of the child. Increased masculinity or femininity of personality traits is manifested. Interests expand and deepen. More varied activities are engaged in and more

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responsibilities are assumed. Boys and girls become interested in the opposite sex. The normal adolescent becomes much interested in himself as a person and in his ambitions and ideals for life. He also develops an increased interest in other people. He identifies himself so thoroughly with the groups with which he works and plays that their interests and welfare become his. He gladly sacrifices many personal benefits for the good of the group. This social interest also widens to include all human beings—their lives and problems of living.

Adolescence is a transition stage between childhood and adulthood. During this period a person gradually develops the powers, abilities, and interests which will enable him to be a well-adjusted adult.

What does it mean to be an adult? We generally think of a person as an adult when he has reached a certain age and has established himself in some work which makes him economically independent. Another evidence of adulthood is the establishing of a home and the assuming of responsibility for providing or caring for others. Many people who make these adjustments, however, have failed to grow up in the sense in which we are using the word here.

One of the best tests of whether a person is really grown-up is his willingness and ability to face the consequences, pleasant or unpleasant, of his own conduct. The ability to analyze situations and foresee the possible consequences of various alternatives of action develops slowly through experience. The truly adult person must have standards against which to check possible choices of action. He must have fairly stable work and play habits, which will prevent him from becoming overburdened with decisions. He must also have a fair degree of economic independence, a large measure of self-control, and the ability to co-operate unselfishly with others.

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The struggle for independence and the desire to be recognized as a grownup are normal characteristics of adolescence. Many requisites for adulthood, however, develop later than the adolescent desire for self-direction. Your recognition of these requirements for adulthood should serve to hold your urge for independence in check at the same time that it spurs you on to achieve a truly adult status.

Even a superficial observation of so-called adults quickly leads to the realization that among them are "social infants" who are selfish, self-centered, and unwilling to assume responsibility for their conduct. We can all find some evidence of these childish traits in ourselves if we search for them. Since childish behavior is the cause of much unhappiness and maladjustment, it is worth while to track it down and attempt to eliminate it.

We should not, of course, confuse undesirable childish traits with desirable characteristics of childhood which are worth fostering. Among these are curiosity about life, zest for living, and creative imagination. Even these, however, have their appropriate manifestations at different ages.

Many of the people described in Chapter I show childish traits. Hazel, who has temper tantrums when she is crossed, and Gwendolyn, who sulks when she fails to get her own way, are acting like infants in these respects. Charles, who is always trying to excuse himself from blame or failure; Jack, who tries to get attention by clownish tricks; and Peter, who evades unpleasant tasks—all are playing infantile tricks upon themselves and others. Check through the remainder of the list to discover how many of these difficulties are partly due to a failure to grow up. List in your notebook the types of childish behavior that are included in these descriptions, or check them in your list of personality liabilities prepared in accordance with the suggestions on page 16. Add other examples from your observations of people about you.

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Next, enter these descriptions of childish behavior in a chart similar to the following one:

1	2	3
Examples of infantile behavior patterns	Patterns I still retain	Plans for discarding these behavior patterns
Temper tantrums		
Sulkiness		
(Rule as needed.)		

After checking in column 2 those childish behavior patterns which you can discover in yourself, map out in column 3 your plans for getting rid of them.

If you can approach this problem with a sense of humor, you can have some fun comparing notes with your classmates on your infantile tricks. You may thus receive help in locating some that you have overlooked.

How different would our present world be if all people really grew up and discarded childish selfishness, irresponsibility, and other forms of infantile behavior? After you have thought about this question, write a discussion of it in your notebook. Compare your ideas with those of your classmates and your instructor.

Do you face reality cheerfully and courageously?

Life offers both pleasant and unpleasant experiences. Some people concentrate almost exclusively on the unpleasant phases of life, thus making themselves quite miserable. Such people frequently let the pleasant things of life pass them by. If they

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enjoy anything, it is being miserable. Some persons, on the other hand, try to avoid anything that is unpleasant. They engage in all sorts of ingenious tricks to try to fool themselves and others about matters that would be disagreeable to face. Either of these ways of meeting life robs one of much of the real joy of living. Either kind of conduct may leave an enemy at one's back or a pitfall in one's pathway.

Note that we are speaking of *facing* both the pleasant and unpleasant experiences of life. This does not mean that we must always *accept* the unpleasant. Often an unpleasant situation can be considerably modified or even turned to good account. Experience teaches us, however, that sometimes it is necessary to make the best of an unpleasant condition by reducing its effects as much as possible and securing our satisfactions elsewhere. Let us examine a few ways in which we are likely to deceive ourselves.

Turn back to page 19 and read again the story of Chester Starr. His failure to face his difficulties and shortcomings is merely an exaggeration of many that we can find in ourselves and in others if we search. Fortunately, Chester Starr seems to be working out of his maladjustments. The outcome is not always so happy, however.

Robert Evans was a precocious child who received much praise from admiring parents and relatives. He was given much opportunity to show off his childish talents before visitors. He was encouraged to believe that he would some day be a great man. He made good progress in schoolwork, but never learned to play well with other boys and girls. He always acted rather superior and condescending with children of his own age. He spent much of his free time reading, or dreaming about what he would do when he grew up. In high school he entered a few sports, but withdrew at once if he discovered

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that he could not excel. His few friends were usually either younger, smaller, or less able students to whom he felt superior, or older students who were interested in discussing intellectual problems and whose attention gave Robert a sense of superiority. He never learned to be one of a group and to lose himself in the group interests. Gradually he came to look upon the normal play and social activities of young people his own age as childish, silly, and unworthy of his interest.

Because of family financial reverses, Robert was forced to earn his way through college. During his college years he withdrew more and more into himself. He attributed the loss of several part-time jobs during this period to the jealousy and unfair tactics of fellow workers. He now saw himself becoming a great writer and frequently complained that other students in his English classes stole his ideas for their stories and themes. He brooded a great deal over these supposed injustices. He also brooded over a broken friendship with a young woman of whom he had become very fond, but who was unwilling to cut off all friendships with other college men as he jealously wished her to do. His college work suffered as a result of his emotional tensions.

At the end of his senior year, Robert failed to receive a much-coveted scholarship which he had hoped would enable him to continue his efforts at writing. This disappointment brought on a mental breakdown. He was removed to a hospital for the mentally ill, where he has been for several years. He still thinks of himself as a great writer and the victim of jealous plotting, though he makes no further effort to write and shows no interest in people or the normal activities of living. He has cut himself off entirely from real life and is living in the fantastic world which he has built up in his imagination.

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Many unhappy people who are mentally ill and therefore social burdens have arrived at this stage through experiences similar to Robert's. They have failed to learn how to live realistically in a real world by means of adjustments to limitations and difficulties as well as to successes. They have not learned how to work and play effectively with others.

All of us, at times, make the mistake of trying to fool ourselves or others in some way. We thereby store up trouble or unhappiness. We can find common examples among the people described on pages 8-14. Charles, who is always finding alibis for his failures or difficulties, may blame a teammate for a bad play in a game or a teacher for a poor grade. If he keeps on with this habit, will he improve himself or be liked or trusted by others? Alice, who continually daydreams, is withdrawing from reality and gaining her satisfactions in her imagination. She will never become what she wishes to be until she learns the joys of real achievement in a real world. She cannot do this in her dreams. Peter, who is usually ill on examination days, is starting a habit which some people carry through life. Too cowardly to face difficult tasks or unpleasant conditions, they fool themselves into thinking they are ill and often sponge upon others as supposed invalids. No one likes or respects a coward or a quitter. Mira, who tends to be jealous of others, covers up her childish emotion by the "sour grapes" attitude of pretending a dislike or a disdain for the thing she really wants. We very easily fall into the habit of defending our pride or sense of importance by pretenses of various sorts, such as boastfulness, exaggerated modesty, refusal to attempt difficult tasks, or persistence in attempting unsuitable tasks because of unwillingness to accept a failure. Good rules to follow are:

Work or play the best you know how, but don't always expect to win first place.

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Strive to *be* superior in your own way instead of merely to *feel* superior.

List in your notebook, in a chart similar to previous chart forms, your chief difficulties in learning to face reality, and outline ways of overcoming each difficulty. Also, discuss these problems in confidence with your counselor, since you may need help in detecting some of the ways in which you tend to evade reality. You will also need help in planning ways to overcome these habits.

Are you discovering your assets and making the most of them?

Each of us is unique in having a *combination* of abilities different from that of anyone else. Some of these abilities may be strong, others weak, and many mediocre. It is important to capitalize the strong ones in our life-building.

What things can you do best? Do you get along well with others as leader or follower? Do you have the knack of manipulating machinery or materials in handicrafts? Do you easily master academic subjects and enjoy working with ideas? Have you talent in athletics or the arts? Do you have good health, a likable disposition, and desirable work and play habits?

Make a list of the specific things you can do fairly well, starring those you consider your strongest assets. Do not confuse your interests with your real abilities. Avoid overestimation or underestimation by checking your judgment with that of others or with concrete evidence, such as grades in school subjects, offices held, ability to play in the school orchestra.

Are you providing opportunity for the use and improvement of these listed abilities? Would the achievements of members of your family suggest undiscovered possibilities which should be tested?

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Your combination of abilities may be more significant than the strength of any one ability. It is poor economy to neglect a talent. By capitalizing your assets you lay sound foundations for a satisfying and worth-while life.

You should be able to locate much information in earlier pages of your notebook to use in checking here. Charts prepared in connection with Chapters III and IV should supply most of the needed data. Refer to these charts in preparing a form similar to the following one:

1	2	3
My probable assets	Ways in which I am now capitalizing each asset	Other ways in which I should capitalize each asset
Good health		
Ability to co-operate with others		
(Rule as needed.)		

Class discussion and confidential conferences with your counselor will probably suggest many possibilities which you have overlooked in your first effort. Revise your chart whenever new ideas or methods occur to you.

Are you making the best of your liabilities?

Archie dreamed as a lad of being a fireman, but when he grew up he failed to qualify because of his short stature. Unreconciled, he converted the family stable into an imaginary fire station, with fire gongs connected with those downtown.

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He painted the buggy red and trained Stella, the family horse, to dash with him to fires. He was very proud of a register signed by many guests from afar. A few years ago newspapers reported Stella's death. Middle-aged Archie wept, and did not know what he would do next.

Like Archie, many people waste their lives compensating uselessly for a handicap instead of planning how to use it intelligently. Effort may best be directed vigorously to *overcoming* the liability. This is true of handicapping attitudes of fear, shyness, and inferiority; of such habits as procrastination or making alibis; of physical defects that can be remedied; or of lacks in training or experience. However, if the weakness appears to be natural, discover whether great effort to improve it will prevent you from making the most of strong points. With normal attention it may fit harmoniously into your life. We cannot have, be, or do everything we would wish, although we need to be versatile and well-rounded. We all have handicaps. Make the best of yours, but don't let them get the better of you!

Construct in your notebook a chart similar to the following one. In column 1, enter statements descriptive of your probable

1	2	3
My probable liabilities	My program for overcoming the handicap	My program of compensating for the handicap
(Rule as needed.)		

liabilities or handicaps. If you think a handicap can be overcome or diminished, enter in column 2 your program for achieving that end. If you think the handicap cannot be overcome, out-

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line in column 3 your plans for compensating for the difficulty. These should include ways of substituting some other form of satisfaction or achievement for that which you might have if the handicap were not present.

What are the characteristics of a wholesome form of compensation for a difficulty or limitation? Review the descriptions of Jane Markham (page 18); Chester Starr (page 19); and Archie, about whom you have just read. Think of people you know who have had serious handicaps of some sort, and study the ways they have reacted to them and the probable effects of these adjustments on their happiness and effectiveness. Then write in your notebook an answer to the question at the beginning of this paragraph.

It should prove valuable to compare your discussion of handicaps with those of classmates, in order to pool all suggestions regarding desirable forms of compensation. You will doubtless wish to discuss in confidence with your counselor your plans for either overcoming or compensating for your own handicaps.

Do you live in the present and make it a bridge to the future?

Some people perpetually worry about the past. They spend much time reviewing recent happenings, thinking over possible mistakes or blunders they have committed, wondering whether they made a good or a bad impression on someone, and feeling chagrin over their shortcomings. Others concentrate on their victories and give themselves up to self-centered heroic reveries which may be gross exaggerations of actual events. Others continually dread or fear the future, or overindulge in daydreams in which the future is always unduly rosy. These attitudes toward the past or the future rob life of joy and hinder or prevent achievement. Our past experience can teach us impor-

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tant lessons. Our daydreams may guide us and inspire us to achieve. Either, however, may consume time and energy needed for real living, which takes place only in the present. You may find it helpful to prepare a chart in your notebook in which you list your bad habits in this respect, and check, from time to time, your programs for overcoming them. Columns dated for each week will provide opportunity for weekly checks on improvement.

Are you developing self-mastery through controlled self-expression?

Our numerous human desires and our emotional reactions such as joy, anger, fear, and love furnish the driving power in our lives, but we need to determine how they shall be expressed and in what direction they carry us. The development of self-mastery involves both the control of urges and desires and the finding of desirable and adequate means of self-expression.

Lack of control of anger reactions is a frequent source of difficulty for many persons. Temper tantrums, irritability, and desire for revenge are some of the childish anger patterns which may become habits and interfere with desirable control of normal reactions. When such habits persist, it is often helpful to study the conditions which arouse their expression and plan either to avoid these conditions, if possible, or to find constructive ways to give vent to the energy which is aroused during anger. Vigorous exercise is a healthier means of self-expression than a temper tantrum and is likely to lead to more respect by others as well as self. Studying the reasons for one's temper outbursts or irritability usually develops perspective and understanding which will help in their control. Finding causes worth fighting for in constructive ways may help the pugnacious person to control and direct his energies.

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LEARN TO MASTER YOUR EMOTIONS

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Repressing emotional drives does not destroy them, but merely checks, or inhibits, their immediate expression. When we do not find desirable ways to express them, they are likely to appear in unwholesome forms. The results are often queer behavior which we ourselves do not understand.

Harold, now a senior in high school, illustrates this tendency. When he was younger, he could not engage in strenuous games with other boys because of a heart condition. He was frequently teased and called a "sissy." By the time he entered high school, Harold had developed an intense fear of other boys in spite of the fact that he had now become fairly strong physically. He complained to his parents and teachers about the rough behavior of boys on the school grounds and remained inside the school building during the noon hour. Instead of being helped to understand the sources of his fear and to work intelligently to overcome it, he was led to think of himself as a coward.

Gradually he developed a confident and overbearing attitude and even began to bully some of the smaller boys. Naturally, he made very few friends and spent most of his free time in reading or in other solitary pursuits. Within the last year he has come to his counselor frequently for advice regarding his many anxieties. He does not dare to talk with people for fear they will laugh at him; he fears that he is losing his hair, or that he is abnormal in some way. When one worry has been faced and apparently overcome, another crops out. Harold now has a difficult problem to face in trying to understand the sources of his fears and anxieties, and to engage in interesting and worthwhile activities which may allow him wholesome self-expression and help to build up his self-confidence.

Some of our fears have their beginnings in specific experiences which we may have forgotten. For example, a person has been known to develop a fear of a closed place because of a frighten-

ing experience in a dark closet, or fear of high places as the result of being dangled over a well in childhood by a joking relative. Many of our likes and dislikes as well as our fears are probably the result of incidents which we have forgotten.

Both anger and fear may serve useful purposes. Anger may help in overcoming obstacles, and fear has its uses as a means of self-protection. However, we need to understand the reasons for their appearance, and to control their expression.

Not all of our human drives can have a full and direct outlet in civilized society. The energy connected with these drives is not specific and may be expressed through many activities not directly related to the original drives. Much of our culture is probably the result of such a transformation of energy.

In adolescence the sex urge is frequently a source of concern to those who have not developed understanding of its meanings and adequate control of its expression in life activities. Like any other fundamental human urge, sex has many aspects—physical, mental, emotional, and social—all of which are closely interrelated. Physical changes are preparing the individual to play his part in the perpetuation of the race. The reorganized balance of hormones poured into the blood stream from the endocrine glands affects not only the body, but the mental and emotional life. One problem of growing up is to learn how to control, balance, and harmonize these different aspects of sex in order that their expression may enrich life instead of cramping or distorting it.

The physical sex urge develops before it can be desirably expressed in adult relationships in the home, and it is subjected to many social inhibitions. As with other human urges, the problem of control is that of directing the energy involved into suitable, worth-while activities. Many interests, including sports and other physical and social activities, are wholesome

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means of control. Creative self-expression of all sorts—intellectual, artistic, and manual—affords a means both of expressing and of enriching the sex aspects of personality.

The true meaning and value of sex lies not in fleeting satisfactions but in realization of the total self achieved through a welding of all its aspects, physical, mental, and emotional. Successful and happy home life, true friendship, and satisfying work and play depend upon this balanced control and direction of inner powers.

Our emotions are closely related to the various natural urges and desires but are not of necessity tied up with specific types of behavior. For this reason, every interest we develop offers a possible means of directing the expression of our emotional drives and of preventing undesirable feelings of defeat and frustration. Do you have a sufficient variety of interests to afford wholesome self-expression? Also, do you have enough skill in doing various things connected with these interests so that you do not feel cramped in expressing yourself in interesting and desirable activities? Answer these questions in your notebook.

One method, then, of emotional control is to have enough interests and skills to find suitable expression for your desires. Another is to face and to try to understand your emotional urges without fear or embarrassment. The motives behind these urges should be checked against the major life purposes and goals you have set for yourself. Then you can intelligently repress and redirect your emotional life in harmony with your dominant life goals without a sense of frustration in denying yourself certain immediate satisfactions. A certain degree of spontaneity in self-expression is important to retain, but you need to learn how to keep impulsiveness within the bounds of the life patterns you are evolving. Both insight and persistent habit formation are involved in this process.

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Extreme ups and downs of mood also need control. People vary greatly in this respect. Some have a strong tendency toward melancholy. Lincoln showed this trait, but his sense of humor and good balance kept him from the unwholesome sort of depression, or blues, to which some people fall prey. The other extreme is unjustifiable optimism which often prevents people of the Pollyanna type from facing and dealing with difficulties. Others alternate between moods of depression and elation without apparent cause for the changes. Each person probably has a certain rhythm of mood, but some people are unable to control the extremes. During depressed periods they do practically nothing and are overactive when elated. If the tendency to extremes is strong, it is important for a person to learn how to control the moods before they succeed in dominating him.

Experience teaches us that moods change and that they may be relatively unimportant if we do not take them too seriously. The ability to stand off and laugh at ourselves occasionally will release emotional tension.

Write a few paragraphs in your notebook describing your emotional problems and stating what you think you can do to develop better emotional control and to achieve desirable self-expression. This is an excellent problem to talk over confidentially with your instructor as well as to discuss impersonally and objectively in class.

Are you learning how to get along well with others?

We are dependent upon others, not only for our physical existence, but also for the development of our personalities. Without social interplay with others we would not develop our finer human qualities. The life story of Helen Keller illustrates this fact vividly. Cut off from human contacts in early years by loss of sight and hearing, she is described as being like a little animal until she learned to communicate with other human

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beings. From the time that she established these human contacts she began to develop a very human and admirable personality. The profound importance of social interplay in our lives is illustrated by that change from a child-monster to an intelligent, vibrant personality aglow with love for others and desire for joy, happiness, and service, and characterized by self-denial, boundless curiosity and patience, tireless energy, and indomitable courage. Described by Mark Twain as one of the two most interesting characters of the nineteenth century, and by Georgette Leblanc as "the girl who found the bluebird," Helen Keller symbolizes in the course of her life, first the horrors of isolation from human contacts, and later, many of the beauties of fine human relationships.

Many studies of workers have shown that ability to get along with others is even more important than technical skill in the job. Studies of the sources of happiness have likewise emphasized the importance of social facility. There is ample evidence in research and human experience that the person who cuts himself off from contacts with his fellows is cutting himself off from a basic source of life happiness.

What are the important factors in getting along well with others? The golden rule is probably the basic secret of this art. If we try to give the same thoughtful consideration to others that we would wish others to give to us, we shall respect not only their rights but their personalities. We shall be considerate of their feelings and shall have a real interest in their welfare. We shall co-operate happily with others in both work and play. We shall love instead of hate. We can hate what injures or debases human life without hating the individuals who may be responsible.

If we truly apply the golden rule, we shall try to see ourselves as others see us. We shall thereby become aware of ways in

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which we are likely to annoy, antagonize, or hurt others. We shall also discover ways in which we may attract others and add to their pleasure and happiness. To develop this ability, we need to learn how to interpret the evidences of others' real attitudes, emotions, and thoughts, as expressed in their behavior. This is more of an art than a science. It is a skill which grows through experience in living with others. Inability to read signs in manners, bearing, facial expression, and speech is likely to result in tactlessness and social blunders. How sensitive are you to the real reactions of your associates? Check yourself on the points mentioned here and write in your notebook lists of your strong and weak social skills. Also indicate what you intend to do about them.

A caution about sensitiveness to the reactions of others should be added here. Some persons are sensitive in the sense of being self-conscious about what others think of them. This self-consciousness prevents them from really understanding other persons. It is evidence of self-centeredness or interest in self instead of in others. Social facility requires real interest in other people and a desire for shared experience rather than for self-magnification.

Do you enter wholeheartedly into activities for which you make personal sacrifices?

If we believe in following the golden rule, we must also believe in the resulting rule or corollary: Share wholeheartedly in the experiences of others and gladly make the necessary sacrifices. Only as we forget self in the pursuit of interests greater than self can our personalities grow to greater proportions. The self-centered person forfeits the real joy of living. To find oneself through sharing self with others is the experience of all truly happy, effective personalities.

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What interests and activities are helping you to grow away from self-centeredness into intimate contact with the great world about you? List some of them in your notebook. Add others which you think would be helpful and worth while.

Are you cultivating your sense of humor?

The right touch of humor at the right time may relieve a difficult situation. It is important that you be able to direct this humor toward yourself as well as toward others.

Seriousness of purpose and earnest persistent effort are needed to achieve your goals, but one of the best kinds of insurance against disappointment or failure and of assurance of success and mental health is the ability to stand off, at times, and have a good laugh at your own expense. The person with a real sense of humor can never lose his grip on life. What evidence do you have regarding your own sense of humor? How can you make it function more effectively? We shall not ask you to write about it this time!

HELPFUL READING

BENNETT, MARGARET E., *Building Your Life: Adventures in Self-Discovery and Self-Direction*, pp. 95-136, 147-161.

BROCKMAN, MARY, *What Is She Like? A Personality Book for Girls*, pp. 129-177.

COCKEFAIR, EDGAR A., and ADA MILAM COCKEFAIR, *Health and Achievement*, pp. 31-238, 370-384.

DODGE, RAYMOND, and EUGEN KAHN, *The Craving for Superiority*.

FISHBEIN, MORRIS, *An Hour on Health*.

GROVES, ERNEST R., *Understanding Yourself: The Mental Hygiene of Personality*.

JAMES, WILLIAM, *On Vital Reserves*.

JOHNSON, WENDELL, *Because I Stutter*.

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McANDREW, WILLIAM (Editor), *Social Studies: An Orientation Handbook for High School Pupils*, pp. 177-214.

PHILLIPS, M. C., *Skin Deep; The Truth About Beauty Aids—Safe and Harmful*.

QUAYLE, MARGARET S., *As Told by Business Girls*, pp. 3-33, 85-137.

RIGGS, AUSTIN FOX, *Just Nerves*.

ROBACK, A. A., *Self-Consciousness and Its Treatment*.

SHELLOW, SADIE MYERS, *How to Develop Your Personality*, pp. 189-242.

CHAPTER VIII

What Do You Want of Life?

Recently a group of eleventh-grade students gave their answers to the question: "What do you want of life?" The answers are summarized in the table on page 154.

Each student stated in his own words what he thought he wanted. These replies were listed and classified in the chart. If these students had been asked to check a list such as this rather than to make the list themselves, perhaps many more would have checked certain items.

Many interesting comments have been lost in the process of summarizing the statements. For example, in describing the kind of home life they wanted, 34 per cent of the students specified certain qualities they desired in a mate, such as "thoughtful," "understanding," "ambitious," "kind," "interesting," "temperate," "a good father or mother." Also, 38 per cent expressed a desire for children, the number desired ranging from "few" to "many." Among the girls, 38 per cent wished to have both marriage and a career, while 25 per cent of them expected to have a career before marriage only. Marriage without a career was preferred by 29 per cent of the girls, and approximately one-tenth expressed the opinion that a woman should choose either marriage or a career and not expect to have both.

Among those who listed vocational success, a good many named specific vocations, while others expressed the hope of

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Life values listed by students	Per cent listing each life value
A happy home life	81
Success in a suitable or desired vocation	66
Sufficient income for comfort	53
Friendships	44
Happiness	38
Sufficient education to enjoy the finer things in life	31
Service to others	22
Recognition by others	16
Amusement (parties, excitement, etc.)	13
Travel	13
Wealth	9

entering work which would harmonize with their particular abilities.

A considerable number of those who mentioned a comfortable income explained that they did not wish for any great amount of wealth, but merely enough to enable them to have a good home and desired comforts, or to do certain interesting things. Some specified "a modest income" or "enough for

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necessities." Of those who included wealth as an important value, only one seemed to desire it for itself; the rest justified their desire in terms of what they believed wealth would buy.

One of the students who included happiness in her list of values explained that a certain amount of sadness would be necessary to enable one to appreciate happiness or know what it really meant.

Fame was mentioned as desirable by only two individuals, but several explained that they wished to be well regarded or to have prestige in the eyes of neighbors or townspeople. One student said she was "disgusted with publicity-seekers" and wished for none of that sort of recognition.

In discussing friendships, various attributes of desired friends were mentioned such as "worth while," "loyal," "kind," "real," "with ideals like mine." A large number specified that they wished to be friends to others as well as to have friends.

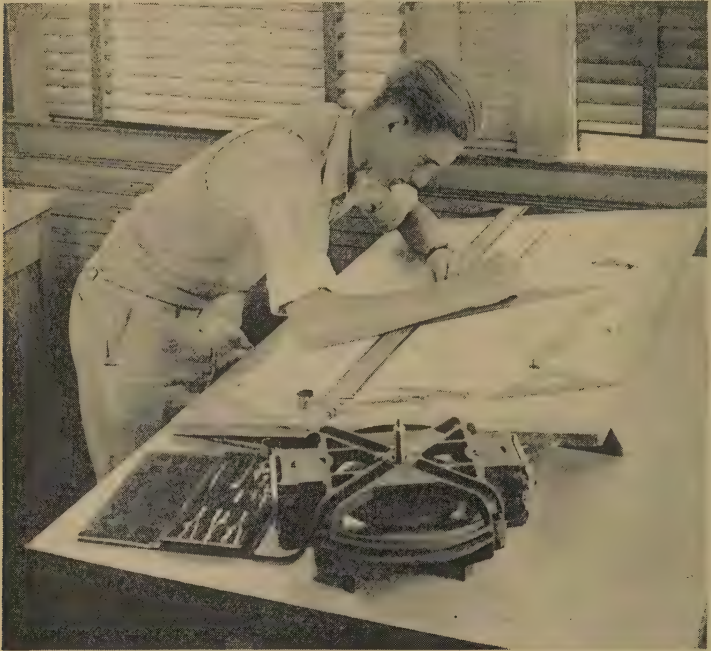
Types of service to others ranged over a wide field, including religion, civic activities, and contributions through a life work. In studying and discussing the summaries of their statements, the students agreed that service to others occupied a more important position in their standards of value than this summary indicated. Some explained that they became so interested in describing other things which they desired that they merely forgot to include it in their lists. The same factor probably influenced the position of other values included in this study.

The summary of the original listings is included here because it may prove more interesting than data gathered from much co-operative group study. This list should serve merely as a challenge to your thinking. Like these students, you should start where you are in your present scheme of values and examine each goal carefully and critically. Try to determine

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whether each goal is likely to help bring into your life what you really want and to make you the sort of person that you wish to be.

Start a list in your notebook of the things you *now* think that you want of life. After each entry write a brief discussion of



DESIGNING A WORKABLE PLAN IS THE BEST FIRST STEP TOWARD ACHIEVING YOUR GOAL

the steps by which you hope to attain the value. Recheck your list after comparing it with those of your classmates to determine whether you wish to revise it in any way. Your class will probably wish to make a composite list to serve as a basis for further study.

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Of course no such list of life values should ever remain static for long. New experiences continually reveal new possibilities in ourselves and in the world about us. Our standards of value should grow and change in response to our ever-new experiences. We need to take stock of the worth-while matters in life frequently enough to insure this growth.

The next question to consider is what you are doing to make these values realities in your life. Merely wishing for something does not bring it to pass. "If wishes were horses, beggars would ride." In order to work toward our goals, we need to make well-planned, persistent effort.

In the next few pages we shall study some of the problems of planning and working toward the goals associated with happy home membership, good school and community citizenship, and the wise use of leisure time. The problem of vocational planning will be discussed in a later chapter.

What do you want your home life to be?

You will recall that over 80 per cent of the high school students referred to on page 154 stated that they desired a happy home life. It is almost certain that you, too, entertain the same aspiration. Accordingly, you will undoubtedly find it profitable to consider carefully the elements that help to make a happy home and to appraise your own attitudes and behavior related to this phase of your life.

What are the major life values to be realized in a happy home? We have already considered¹ some of the significant ways in which the home environment may influence our personalities for good or ill. Review these early sections thoughtfully. Then think about your own home life and that of friends in whose homes you have been. Also, try to recall descriptions of

¹ In Chap. III, pp. 49-66, and Chap. VII, pp. 130-139, 146-148.

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homes that you have met in fiction, drama, or motion pictures. On the basis of these reflections, formulate a list of the values which you think should be represented in an ideal home.

A widely accepted list of fundamental human wishes or desires includes the following: desire for *security*, desire for *response*, desire for *recognition*, and desire for *new experience*. Imagine how you would feel, if you could never depend on anything in your life being stable for any length of time. You would be uncertain from day to day whether your home would continue to exist, whether your parents would continue to love you, whether school would keep (You really would miss it tremendously!), whether you would have another meal. Next imagine what it would be like to have everyone ignore you completely, never *responding* to your friendly advances in any way, never *recognizing* as worth while anything that you did. Then add to the situation unending monotony day after day, "nothing ever happening." Would you be likely to be very happy?

True, we all experience these various lacks from time to time, and since we live in a period of rapid change, we are all, to a certain extent, living in a world of uncertainty. However, we need only imagine for a few moments the extreme conditions of frustration just pictured to realize how important in our lives are the numerous satisfactions related to the four wishes for security, response, recognition, and new experience. How much does a happy home life contribute to these basic human needs? These considerations may suggest additional points for your list.

Pooling the values recognized by the members of your class should provide a very helpful composite list to use for more reflection about your home life. Revise your own list to conform with your best thinking before going on to the next step.

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What can you contribute to your own home? "No man liveth unto himself alone." The happiness of your home depends in part upon what you contribute to it. What are you contributing to your home life? How can you improve your contributions?

You may think more clearly about these questions if you will list, in a chart similar to the following one, the various duties or responsibilities which you now have or think you should have in your home. In column 2, rate yourself as excellent (E), fair (F), or poor (P), depending upon how you now measure up to

1	2	3
Ways in which I should contribute to my home life	How well I measure up: (E—excellent, F—fair, P—poor)	How I can improve my contributions
Duties (List specific tasks.)		
Responsibilities (For planning, living within allowance, adding to income, maintaining standards of conduct, etc.)		
Other contributions (Entertainment, re- spect and considera- tion for others, evidences of affection, etc.)		

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the possibilities you see. In column 3, outline ways in which you think you can improve your contributions.

A family council may give you very helpful suggestions. It may also enlist the interest of other members of your family group in taking inventory of their contributions and in planning ways of improving them. Never forget that each member of your family has the same basic human desires that you have. Also, they may have a sense of frustration at times, just as you do.

It would be a profitable experience for you to examine thoughtfully the possible ways in which you may, unwittingly, be preventing other members of your family from gaining the normal satisfactions associated with the four basic human wishes. To aid you in thinking about this problem, construct a chart in your notebook with the headings suggested in the following form:

1	2	3
Members of my family	Ways in which I may be preventing a member from having:	Ways in which I can improve the situation
	<div>A sense of security</div> <div>Response</div> <div>Recognition</div> <div>New experience</div>	
(Rule as needed.)		

In column 1, enter the names of the members of your family. In the subsections of column 2, enter after each name descriptions of any attitudes or behavior on your part which you think may

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be preventing that member from enjoying normal satisfactions associated with any of the four wishes. In column 3, outline a plan for remedying the situation. You may wish to prepare a variation of this chart in which you reverse the situation and map out ways in which other members of the family seem to be affecting you adversely, together with your suggestions for improving the condition. The submission to your instructor of these charts, unsigned, should provide opportunity for a valuable class discussion of possible sources of frustration and unhappiness in homes.

Most homes are reasonably happy places. In nearly every home, however, misunderstandings productive of heartaches are almost certain to arise from time to time. Your home life is probably no exception to this general rule. Many of these vexing misunderstandings are between parents and son or daughter. Others frequently arise among brothers and sisters. You may have experienced both types. If you are a thoughtful and considerate person, you want to do all that you can to prevent these unhappy experiences and to remedy any vexing situation which may exist in your home. Let us turn our attention to some of these problems in an attempt to see what you can do about them.

In our examination of annoying situations which sometimes arise in the home, let us not make the mistake of fixing our attention exclusively on the symptom or symptoms and ignoring the causes. Misunderstandings are always caused by something; they do not just happen. Rather, they must be regarded as effects of some undesirable cause or causes. Obviously, unless intelligent steps are taken to remove the causes, the symptom will continue to reappear. What would you think of the sanity of a crew of firemen who answered an alarm by rushing their truck to the box at which the alarm was turned in, and playing

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their hose on it instead of on the burning building, the cause of the alarm?

How can you achieve a happier relationship with your parents? Let us first consider various misunderstandings which you may have had or which you may now be having with your parents. Let us see if we can be "intelligent firemen" and get at the cause of these difficulties. Let us be honest and as objective as possible in our analysis. Let us be realistic in our proposals for removing the causes of our disturbances.

In the first place, it is well to remember that there are always two sides to every misunderstanding. To the extent that we are able to see only our particular side of a situation, we are still infants. You know that it is frequently impossible to reason with a small child because of his inability to see beyond his immediate desires. Someone was once unkind enough to make the observation that an adolescent is a person who wants to be treated as an adult but who sometimes acts like a baby.

We are not intimating that parents are always infallible, understanding, and just. Being human, parents do make mistakes at times in dealing with their children. Rather, the point that we are attempting to drive home is that in any controversy or disagreement your parents' side is entitled to consideration. You may sometimes lose sight of the fact that your parents almost always believe that they are acting in your best interests. Never permit yourself to forget that your parents regard you as a very precious possession and that they will virtually always place your well-being above their own.

Let us view the question from a slightly different angle for a moment. You are a unique individual. You differ in a great many respects from every other person in the world. This is the first experience that your parents have ever had in bringing

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you up! It is also the first experience that you have ever had in growing up with your parents! Naturally, both you and your parents can be expected to blunder a bit and to make mistakes from time to time. A little reflection on these obvious facts will incline the thoughtful person to be tolerant in his views.

Now let us become more specific in our considerations; let us attempt to find and analyze the causes of any particular misunderstandings or difficulties that may exist between your parents and you. Construct in your notebook a chart similar in form to the following one. In column 1, list all of the major

1	2	3
Major misunderstandings between my parents and me	My parents' view	My own view
(Rule as needed.)		

misunderstandings or other difficulties between your parents and you. In column 2, tell what view or stand your parents take in each situation and tell why you believe they act as they do. In column 3, indicate the view or stand which you take in each situation and tell why you do so. Be fair and honest in your appraisals. In the light of your analysis, draw up what you regard as a reasonable program of action for remedying each situation.

Submit an unsigned copy of your filled-in chart and your proposals for action to your instructor to use together with others as the basis for class discussion. If you think you recognize the maker of any chart, you will, of course, not mention it. Note carefully the opinions and proposals of the other members

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of your group and of your instructor. Revise the opinions and plans of action in your chart if they are shown to be in error or unwise.

If you are really more or less of a grownup, you will probably wish to think and talk the matter out with your parents. You can be practically certain that they will welcome the opportunity to discuss the problem. You may find it very profitable to supply each of your parents with a copy of your chart and ask them to fill it in. Then the three charts may be compared and the whole situation discussed. Out of this discussion a workable plan of action is very likely to emerge.

Are there experiences which you would like to share with either or both of your parents? Would you like to go hunting or fishing or to athletic contests with your father? Would you like to "go places and do things" with your mother? Include your parents in your plans from time to time and note how much more abundant your life is as a result. There is no better way really to get acquainted than through sharing enjoyable experiences. Few investments will pay you greater dividends in happiness, pleasant memories, and preparation against the day when you will be perplexed by a son or daughter of your own.

How can you achieve a happier relationship with your brothers and sisters? All through life your happiness will in large measure be conditioned by your ability to get along pleasantly and effectively with others. In most types of vocational activity this is also an important asset. Therefore, aside from the joy and satisfaction which it brings to your daily life, there are other reasons for doing everything possible to live happily, peaceably, and wholesomely with your brothers and sisters. If you permit yourself to learn unsocial behavior in your daily life at home, you are very likely to be at a serious disadvantage in your social relationships with others outside your home.

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Your day-by-day contacts with your brothers and sisters afford numerous fruitful opportunities for learning many of life's most important lessons. You will unquestionably prove to be a wiser and more intelligent parent for having been a thoughtfully considerate and loyal brother or sister.

In considering the specific problems which center around your relationships with your brothers and sisters, begin with any unsatisfactory conditions of which you are now aware. Copy in your notebook a chart similar in form to the following one:

1	2	3
Major unsatisfactory relationships between my brothers and sisters and me	What are the basic causes of each?	What do I propose as a realistic and suitable solution?
(Rule as needed.)		

In column 1, list all major unsatisfactory relationships or other difficulties between your brothers and sisters and you. In column 2, set down what you regard as the basic causes of each unsatisfactory relationship or other difficulty. Try to judge your own behavior honestly, critically, and objectively. Do not rationalize or try to "pass the buck." In column 3, set down what you regard as a realistic and suitable solution for each situation mentioned in column 1. In framing your proposals, do not underestimate the great value of shared experiences, consideration for the other person's point of view, loyalty to a joint undertaking, and the like.

Submit an unsigned copy of your chart to your instructor for use in class discussion. Your identity will, of course, not be

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revealed. Freely share your opinions on all problems thus brought to the attention of your group. Make a note of any helpful suggestions which may come out of this discussion. Talk your problems over in confidence with your parents and ask their advice and assistance. If you think it desirable to do so, bring one or more of your brothers or sisters into the consultation, especially if you have brothers or sisters of about your age or older. Do everything possible to guarantee yourself and your brothers and sisters a happy relationship.

How can your school life contribute to your home life? Many of your school experiences are likely to have direct bearings on your home life. Courses in home economics, science, and social studies may explain or help to improve some home activities. Courses in English, music, and the fine or practical arts may help to add beauty and pleasure. Your extracurricular activities may carry over to and enrich your home. These benefits will come about only if you take stock of the possibilities and work purposefully to bring them about. The opportunities for influence are so varied that even a careful class discussion will not bring out all of them.

Prepare a chart similar to the following one. In column 1, list all your present courses and activities in school. List in column 2 ways in which each item makes its contributions to

1	2
Present courses and activities	Possible contributions to home life
(Rule as needed.)	

the home. Making this chart will serve to start your thinking about possibilities. You should always be alert to note and use

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at home all helpful suggestions gained in your different courses and activities from year to year in school.

How can you best prepare to achieve happiness in your future home? What you will be in the future you are now becoming. This is, perhaps, the most profound lesson which you can learn from the study of personality. In your thinking and feeling and living in your adolescent years, you are laying the foundations of your happiness in adult life. Now is the opportune time to ask yourself what qualities of personality you, as a mate and parent in your future home, wish to have. As a corollary to this proposition you will doubtless wish to formulate a description of the qualities you would desire in a mate and a parent of your children. Write these two descriptions in your notebook and hand in unsigned copies to your instructor, indicating on each whether you are a boy or a girl. Class discussion of the tabulated summaries of these descriptions will prove both interesting and valuable as a basis for further thought about the matter.

The next step will be, of course, to single out those qualities which you think you do not possess in a sufficiently high degree to meet the standard you have set for yourself. Then incorporate into your self-development program plans for developing these qualities. Before mapping out your tentative plans, review Chapter VI and any self-development procedures which you have formulated in your previous study.

Are you learning to work and play effectively with members of the opposite sex? High school activities afford splendid opportunities for learning the give-and-take of co-operative work and play so essential for happy home relationships. The wide acquaintance with many different people also provides opportunities for discovering which types of personalities are most likely to be congenial with your own.

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Are you becoming an interesting person? Mutual enjoyment of many common interests and activities is essential for the finest companionship in the home. Deep and abiding interests and the skills involved in related activities require time for their development. Each worth-while interest and skill acquired in your high school and later training years is an investment which will pay dividends in the form of future as well as present happiness. It has been truthfully said that the successful homemaker, both as mate and parent, is the *interesting* person.

How shall you make the most of your leisure?

If you will refer to the table given on page 154, you will see that friendships, enjoyment of the finer things of life, amusement, and travel loomed large in the aspirations of the high school students who told what they wanted of life. It is obvious that they wanted to spend their leisure time wholesomely and enjoyably. It is very likely that we all share these aspirations. Consequently, you will find it profitable to give consideration to your problems of learning to spend leisure wisely.

Some high school students overlook the fact that by their present actions they are in large measure determining the nature of their future leisure-time activities. For example, the student who does not go out for swimming, tennis, or volleyball is not at all likely to take part in these sports when school days are over. Similarly, the person who has never experienced the joy of varied reading will probably devote but little of his leisure time in later life to keeping abreast of the changing world through the printed page.

And so we might continue with all of the numerous kinds of worth-while leisure-time pursuits through which interested and interesting individuals find joy and zest in daily living. In

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short, the nature of your future leisure-time activities will very likely be intimately related to the number, variety, and depth of your interests as a high school student. Thus you see that living a well-rounded wholesome life *now* is the best guarantee that you will live such a life as an adult.

Let us, therefore, examine the opportunities for acquiring desired skills and for the cultivation of numerous, varied, and deep interests afforded by your high school and by your community. Then let us proceed to lay our plans for making the wisest possible use of these opportunities.

A co-operative class project may prove most helpful. First, each of you should list in your notebook all of the subjects and all of the student activities which are open to you during the remainder of your years in high school. Do not fail to include in your list various desirable personal contacts which you can make with other students, teachers, and worth-while persons in the community. Include also all of the facilities for the worthy use of leisure afforded by your community, such as clubs (social, athletic, religious, literary, music, drama, art and science), parks, playgrounds, athletic fields, libraries, museums, art galleries, community or neighborhood forums, theaters, and orchestras.

When you have completed your list to your satisfaction, submit an alphabetized copy of it to your instructor or your class secretary. A committee can then build a master list, inclusive of all subjects, student activities, and community facilities mentioned by any member of your group, and copy it on the blackboard. The class can then be grouped into a convenient number of committees to which can be assigned the items on your master list. These committee groupings can be made on any one of several bases. For example, one group could take subjects, another student activities, and a third community

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facilities; or a larger number of committees could divide up the listings in these three areas. A different approach would be to group all of the items in the three areas according to the activities involved, such as aesthetic, dramatic, literary, musical, religious, social, scientific, civic, or athletic.

Each committee should prepare to report upon all of the leisure-time pursuits for which each subject, student activity, or community facility on their list affords preparation. These reports should clearly reveal the specific nature of the tie-up between each subject, student activity, or facility and the related leisure-time activity. For example, English classes may give background for intelligent leisure-time reading, for appreciation of the drama and motion pictures, and for creative self-expression through writing and dramatics. The social studies may prepare for intelligent participation in varied civic activities, and for significant travel experiences. Foreign languages may also contribute largely to enjoyment of travel. Music and the other fine and practical arts may cultivate powers of expression and appreciation in these fields of human experience. Knowledge gained through study in the life sciences may be utilized in landscaping, gardening, and a multitude of activities. Clubs and other group experiences may contribute to knowledge or skill in wide areas and develop ability to get along well with others. Physical education in school and community parks, playgrounds, and youth organizations may help to prepare for wholesome recreational activities. These few suggestions are offered merely to challenge your thinking. You will discover that the possibilities are almost too numerous to list completely.

Discuss the report of each committee in some detail. Do not accept uncritically the various statements which are made. Instead, ask for evidence or reasons in cases in which the re-

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lationship is not apparent between a given subject, student activity, or facility and the leisure-time activity mentioned.

From the class discussions of these committee reports, you should have a list of all available opportunities, both for preparing for the wise use of leisure in the *future*, and for using leisure wisely *now*. Which of these opportunities should you utilize? The answer to this question depends partly upon your present interests and abilities, and partly upon your judgment as to what interests and potential capacities you should develop to become a well-rounded and resourceful individual. You should at this point review the data about yourself which you collected while studying Chapter V and also your statement of desired life values formulated at the beginning of your study of this chapter.

In the light of these data and considerations, map out a suitable and comprehensive plan of leisure-time activities and of training for future leisure. Which of your present leisure-time activities will be suitable and probably satisfying ten years from now? When you are thirty-five years of age or older? Check over your plan with your instructor or counselor as to its soundness for both present and future considerations.

How shall you realize your ideals of citizenship?

Several of the life values listed by the students who were mentioned in the first pages of this chapter are intimately associated with good citizenship. "Service to others," for example, is the essence of good citizenship in a democracy.

High school students sometimes think of citizenship as something largely restricted to voting and hence concerned with the future. No thought could be more in error. Regardless of your age, much that you do either helps a little or hinders a little in promoting the general welfare. All activities which

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affect the general welfare are citizenship activities in the best and broadest sense of the term.

Also frequently overlooked by students is the fact that American citizens regard the public school, and particularly the public high school, as the "laboratory of democracy." The public school is so designated and so conducted for two reasons, which you should understand clearly. First, it is recognized that each school is a sort of miniature society in which the students are the citizens. Second, just as truly as you can learn to swim only by swimming, so you can learn to be a good citizen only by being a good citizen. True, reading and talking about good citizenship are helpful, but they are not sufficient. You know that, although the advice of the swimming coach is very valuable, you must get into the water to learn to swim. As one very wise college professor puts it, you can learn to be a good citizen only "by practicing *here and now*, with satisfying results, the qualities of the good citizen."

Accordingly, your school is patterned along democratic lines. Only thus can it be made a "laboratory of democracy" in which you can learn *through doing* to be a good citizen in a democracy. You undoubtedly have some form of student participation in school government. Through any one of a number of different schemes, you share in formulating public opinion, in defining policy, in selecting and electing leaders, and in carrying your co-operative plans into action. You build up a loyalty to your school group. You strive to make your school a better place in which to live and learn. (These two terms are synonymous in the good school.) You are constantly studying and discussing the various factors that affect the well-being of your schoolmates.

You study and revise your student rules and regulations to keep them in harmony with changing conditions. You face

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every year the problem of teaching a group of newcomers your way of life. You have to settle peaceably and equitably occasional clashes between short-sighted or mistaken rival groups within your society. You have the problem of establishing cordial relationships with other societies (other schools).

Thus we see that as a high school student you have numerous opportunities to "practice *here and now* the qualities of the good citizen." Let us consider certain specific ways and means by which you can play your part more effectively and thus more fully realize your ideals of good citizenship. Let us begin with problems of citizenship in your own school.

List in your notebook all the problems of school citizenship of which you are aware. Let us make a few suggestions to start your thinking along this line:

Amending the school code (In what particulars? Why?)

Improving student regulations (Which ones? In what particulars? Why?)

Improving the appearance of classrooms, halls, buildings, and grounds (Be specific.)

Improving student-teacher relationships (In what respects?)

More appropriate treatment of guests

Improving our relationships with other schools (In what respects?)

Improving school spirit (In what particulars?)

Making new students feel at home

Improving the quality of student leadership (With reference to what?)

Improving student conduct (Where? In what respects?)

Securing wider participation in student government

These are but a few of the problems which face the student body in most high schools. Make your list as complete and as detailed as possible.

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Submit a copy of your list to your class instructor as the basis for group discussion. Your class secretary or a committee may wish to list on the blackboard all of the problems of school citizenship mentioned by any member of your group. Add to your list all that you may have overlooked. Carefully discuss each problem thus brought to the attention of your group with the purpose of discovering its effect on the well-being of your school.

Divide your group into small committees. Have each committee select one or more problems in which its members are most interested. See to it that all of the major problems which have been listed on the blackboard are thus assigned to some committee. Then have each committee make a study of the problem it has selected and report to the group (1) the major issue or issues involved in the problem, (2) the probable effects of alternative solutions of each issue, (3) their recommendations as to how the problem should be solved, and (4) their proposal for a realistic, democratic plan of action.

Panel or forum discussions might well be arranged for the consideration of some of these problems. Two or more students not included on the committee in question should sit on the panel with the committee members who are making the report. Later there should be ample opportunity for general group discussion. Do not permit others to do your thinking for you. Remember that the function of the committee is rather that of helping you to clarify your thinking.

On the basis of what you have learned from your committee study and your group discussions, set down in your notebook a desirable plan of action for yourself in attacking the problems of school citizenship which you consider important. Attempt to convince others of the soundness of your plans and thus attempt to translate them into action. Only thus can your ideals

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of good citizenship be realized. Only thus will you be helping to make your high school a "laboratory of democracy."

HELPFUL READING

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CALKINS, ERNEST ELMO, *Care and Feeding of Hobby Horses*.

Conference on Education for Marriage and Family Social Relations, 1934; Final Report, *Journal of Social Hygiene*, Vol. XXII (January, 1936), pp. 1-48.

DAVIS, HORACE W., *Money Sense: An Introduction to Personal Economics*.

GIBSON, JESSIE E., *On Being a Girl*, pp. 117-182.

GREENBIE, MARJORIE BARSTOW, *The Arts of Leisure*.

GROVES, E. R., E. L. SKINNER, and S. L. SWENSON, *The Family and Its Relationships*.

HILL, CLYDE M., and R. MOSHER, *Making the Most of High School*, pp. 25-55.

McANDREW, WILLIAM (Editor), *Social Studies: An Orientation Handbook for High School Pupils*, pp. 237-282, 353-402.

OVERSTREET, HARRY A., *A Guide to Civilized Loafing*, pp. 17-119.

POST, EMILY, *Etiquette: The Blue Book of Social Usage*.

QUAYLE, MARGARET S., *As Told by Business Girls*, pp. 76-84.

RICHARDSON, ANNA STEESE, *Etiquette at a Glance*.

STARRETT, HELEN E., *The Charm of a Well-Mannered Home*.

CHAPTER IX

Planning Your Vocational Preparation

No one is happier than he who loves his work for its own sake, not merely for the recompense it brings. Great souls in all ages have voiced this deep human need for self-expression through satisfying work. Rudyard Kipling has pictured for us that ideal state of being in which:

No one shall work for money,
and no one shall work for fame,
But each for the joy of the working,
and each, in his separate star,
Shall draw the Thing as he sees It
for the God of Things as They Are!

Henry van Dyke also echoed the sentiment of many happy human beings when he wrote, “. . . the blessing of earth is toil.” This toil may mean everything from the simplest physical labor to the most abstract mental process. If well done, the one task is as honorable and as satisfying as the other.

But not all persons are happy in their toil. Work to many people is sheer drudgery which must be endured for the money it brings. And, more especially in recent years, many have been unhappy because of their inability to find any work, congenial or otherwise. It behooves any young person to try to avoid either of these conditions by planning intelligently with respect

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to future vocational possibilities. Such planning demands both an idealistic and a very practical approach.

The question, "In what types of work can I find my best self-realization and make my best contribution to the world?" should always be coupled with the question, "What types of work are available for me and what will each provide in satisfactions and in income?"

Most, if not all, of the good things in life have a material basis. This is simply another way of saying that without adequate food, clothing, shelter, medical care, education, and recreation, it is difficult if not impossible to live the Good Life in a spiritual sense. You know, of course, that the material things of life must be worked for; they are not placed in our laps by some supernatural being. In other words, you must learn



to do some work that is needed in our civilization if you would live the Good Life.

Let us consider for a moment the list of aspirations set down by the group of high school students to whom reference was made in Chapter VIII. Turn back to page 154 and note carefully the expressed desires of these young people. Estimate the number of aspirations in the list which could satisfactorily be achieved only if the material things of life were first assured. How many of these desires could be realized if a person were

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unable to obtain adequate food, shelter, clothing, or medical care? How many of the aspirations enumerated would be thwarted if a person were engaged in a type of work unsuited to his abilities and interests? Is it not clear that acquiring vocational skills in a type of needed work whose requirements are in harmony with your interests and abilities is one of the primary essentials in building the Good Life?

These observations will probably raise a number of more or less perplexing questions in your mind. Let us set down some of the more important of these questions in systematic form.

In what types of work will I find the most promising opportunities?

Which vocations are disappearing?

Which vocations are holding their own?

Which vocations are gaining ground?

What should I know about contemplated vocations?

What are my vocational interests?

What are my vocational aptitudes?

How well do I satisfy the demands of my contemplated vocation?

How can I best prepare myself for my vocation?

Each of these questions is worthy of your most serious attention and your best thinking. Only as you are able to work out adequate solutions to the problems which each suggests can it be said that you are planning wisely. Let us now examine some of the things you can do to help solve these problems.

What types of work afford the most promising opportunities?

You are, of course, aware of the fact that the way in which men secure food, clothing, shelter, and other material goods has undergone a profound change in the past hundred years. Particularly is this true of the past twenty-five to fifty years.

Not so very long ago most of the work of the world was performed by human energy aided only by animal power and simple

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machines such as windmills and water wheels. By and large, these conditions existed when your great-grandfather was a boy. He lived in what might accurately be termed a "pre-industrial" era. It was the age of handicrafts, of much home manufacturing, of considerable direct barter, and of relatively independent households. In that day there were relatively few so-called white-collar workers.

Today all this has been greatly changed. We now have a machine or an industrial civilization. In fact, many of our engineers tell us that we have entered a second industrial revolution and that we are living in a "power-industrial" age. By far the major portion of the work connected with the processing of our food, clothing, and shelter is performed by means of energy produced by coal, gas, water, and especially electricity.

As a result, handicrafts and home manufacture have practically disappeared. The simple exchanging of goods which took place in our preindustrial communities has been replaced by an elaborate system of distribution involving a complicated credit structure. No household today is independent or self-sufficient.

Of all of the changes of this type which took place in the one hundred and forty years between 1790 and 1930, forty per cent occurred in the ten-year period beginning in 1920. It is reliably estimated that the rate of this change has increased since 1930.



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Expert opinion has it that this rate will continue to increase for a good many years in the future.

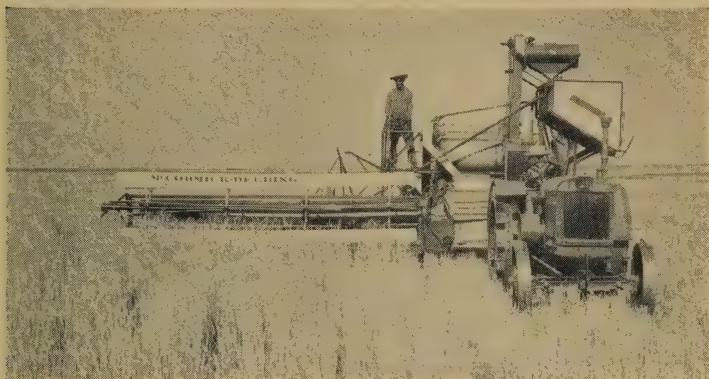
Literally hundreds of new types of occupations have come into existence as the result of our transition from a preindustrial to an industrial and later (about 1890–1900) to a power-industrial age. For example, what would the words *automobile mechanic*, *radio dealer*, *aviator*, *power-machine operator*, *air-condition engineer* have meant to your great-grandfather? As inventions continue to increase in number, it is obvious that new types of occupations will continue to appear. As we abandon older ways of doing things (the substitution of dial telephones for the older type, for example), we can expect to see certain occupations lose ground very rapidly. If your great-grandfather were to visit your community today, he would look in vain for many of the types of work by which men earned a living in his generation.

All of these observations are of the most profound significance for you as you attempt to develop vocational plans. It would, of course, be the sheerest folly to prepare yourself for a type of work which will probably lose ground rapidly. It is obvious that one of your first tasks in vocational planning is attempting to determine which occupations will continue to hold their own or to gain ground in the future. It will also be advisable to attempt to predict the future so far as the appearance of new occupations is concerned. This should, of course, be done with extreme caution.

How can your instructors help you? There are several ways in which you can discover clues as to the types of occupations which are losing, holding, or gaining ground. One way is to ask the opinions of the vocational instructors in your own school. Those in other high schools or in vocational schools in the community may well be consulted also. One or two stu-

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dents in your group may be assigned to interview a given instructor. This activity should be so planned that each member of your class is included on one of these committees. Provide for an interview with at least one instructor in each type of vocational work offered by your school and by other schools in your community. Ask each vocational instructor to give his opinion as to the types of occupations in his field which are losing, holding, or gaining ground. Be certain to find out the reasons for these opinions.



When your committees report their findings to the class, note and discuss carefully all opinions which are in conflict. From these reports your class will be able to build three lists of occupations on the blackboard. Head these *Doomed*, *Holding Their Own*, and *Gaining Ground*, respectively. From these lists, copy in your notebook all vocations which fall in the broad field or fields in which you think you are interested.

What *printed materials* are available? There are many books, pamphlets, and magazines which will help you in your quest. Business and technical magazines frequently call atten-

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tion to new inventions which introduce new occupations and which promise to make obsolete certain types of work. Non-technical magazines sometimes contain popular but helpful articles of this nature. The catalogues of firms engaged in the manufacturing or selling of computing machines will also prove revealing. Your instructor or your librarian will be able to suggest helpful magazines, books, and other printed materials.

Again, your class may profitably divide into committees for library work. Each committee should report its findings to the class and follow the same general procedures suggested for the reporting of interviews with instructors.

Do your findings justify the conclusion that practically all work of a repetitive nature will probably be performed in large part by machines in the rather immediate future? What is the significance of this observation so far as you are concerned?

What should you know about contemplated occupations?

It is generally agreed, among experienced vocational counselors and others who have made a special study of the problem, that there are certain types of information about occupations

1 Item of information	2 How much information do I possess?		
	Little or none	Con- siderable	Much
Nature of the work—what is actually done in the occupation			
(Rule as needed.)			

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which students should be helped to acquire. These items of information will be suggested to you in the paragraph which follows.

Reproduce in your notebook a chart similar in form to the one at the foot of page 182. Then enter the following items in column 1:

- Nature of the work—what is actually done in the occupation
- Possibilities for continued interest, growth, and self-development
- Physical or mental strain involved
- Conditions tending to hamper or prevent growth and self-development
- Hazards involved in the work
- General education required or desirable
- Technical or professional training required
- Time required for preparation
- Probable cost of preparation
- Places where training can be secured
- Health or physical requirements
- Special skills or abilities required
- Necessary or desirable personal qualities
- Experience necessary
- Possibilities for training on the job
- Possible lines of promotion or other occupations to which this one may lead
- Beginning salary
- Probable average salary when experienced
- Probable length of active service
- Hours of work
- Regularity of demand
- Relation between supply of workers and demand
- Methods of entering the work
- Bargaining power of the workers
- Social status
- Social value of the work

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In column 2, tell how much information you possess about each item listed in column 1 by placing a check (✓) in the appropriate subsection. If you are testing yourself upon three possible occupations, use the code numbers 1, 2, and 3 in place of a check. Test yourself upon whatever number of occupations you are seriously considering.



Ask your instructor to suggest ways and means (things to do, see, and read) of acquiring all desired information about the occupations you are considering. You may wish to work in a committee made up of students with similar needs and desires. Keep accurate notes on the information you acquire about each occupation investigated.

What are your vocational interests?

Certain of the self-measurement activities suggested in Chapter V of this volume, if they were carried into action, may al-

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ready have helped you to arrive at a partial answer to the question, "What are my vocational interests?" Your notes on these activities should be reviewed at this point to pick out listed experiences or achievements which might reveal possible vocational interests. List these on a new page in your notebook and write after each item suggestions as to its possible bearing on your interests. In addition, it will be helpful to analyze the various vocational interests you have had in the past as well as to examine your present interests critically.

Reproduce in your notebook a chart similar in form to the following one. In column 1, enter the names of all occupations in which you were interested for a time, but in which you have

1	2	3
Occupations in which I have been interested	Age at which each interest appeared and disappeared	Why I was interested and why the interest disappeared
Cowboy	7 9	The movies and a visit to a ranch. I became interested in aviation.
(Rule as needed.)		

now lost interest. In column 2, give your approximate age at the time the interest was aroused and at the time it disappeared. In column 3, tell why you became interested in each occupation and why you later lost interest.

In a few paragraphs set down in your notebook the generalizations which are afforded by what you have written in column 3 of your chart. Before writing the paragraphs, consider the questions on page 186.

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What elements were lacking in the situations in which your vocational interests were aroused but later were supplanted by indifference or distaste?

Can you be very certain of permanent interest in an occupation which is outside your experience?

Will a faulty or an incomplete knowledge of the nature of the work done make for an unstable vocational interest?

Does a more complete knowledge of the preparation required affect a vocational interest?

Do these interests sometimes fade out as a person learns more about himself and the world of work?

Do vocational interests often change as a person matures?

Now let us move on to a consideration of your present vocational interests. Copy in your notebook a chart similar in form to the following one. In column 1, enter the names of all occupa-

1	2			3			4			5
Occupations in which I am now interested	Am I adequately informed?			How much experience have I had?			Can I prepare myself successfully?			Is this a permanent interest?
	Yes	Doubtful	No	None	Some	Much	Yes	Doubtful	No	
(Rule as needed.)										

tions in which you are interested at the present time. In column 2, tell whether you are adequately informed concerning each occupation. (See page 183.) In column 3, indicate how much experience you have had in work related to each occupation on your list. In column 4, tell whether or not you believe that you have the ability to prepare yourself successfully for each type of work listed in column 1. In column 5, tell why you

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believe as you do about the permanency of each interest as you grow older.

You may find it possible to secure scores or check yourself on one or more interest inventories of an objective nature. If so, you should compare these data carefully with your entries in the notebook charts suggested on pages 185 and 186.



Discuss this whole matter of vocational interests carefully with your vocational counselor or your instructor. Do not attempt to define your interests too narrowly; think, rather, in terms of reasonably broad fields or types of work.

What are your vocational aptitudes?

Some of your vocational aptitudes have already been revealed to you, if you carried out the suggestions for self-measurement

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given in Chapter V. Review your notebook records of tests and self-appraisal activities, listing, as you examine each record, the possible vocational aptitudes revealed. You may, for example, have test data showing considerable musical or mechanical aptitude and a fair or high degree of academic ability important for the demands of training and work in a particular occupational field. Your self-appraisal charts may also indicate certain vocational aptitudes which you should include in your new list. In formulating this list, do not overlook social traits or abilities helpful in working with other people. Social facility may be quite as important in your contemplated occupations as are specific skills of various sorts.

Since personal ratings and appraisals are likely to be somewhat unreliable, it will be desirable to check your list of possible vocational aptitudes derived from these earlier efforts, by making a fresh and slightly different approach to the problem. Even fairly reliable test data should, also, be checked with records or other evidences of ability and achievement.

Reproduce in your notebook a chart similar in form to the following one. In column 1, write brief memoranda concerning

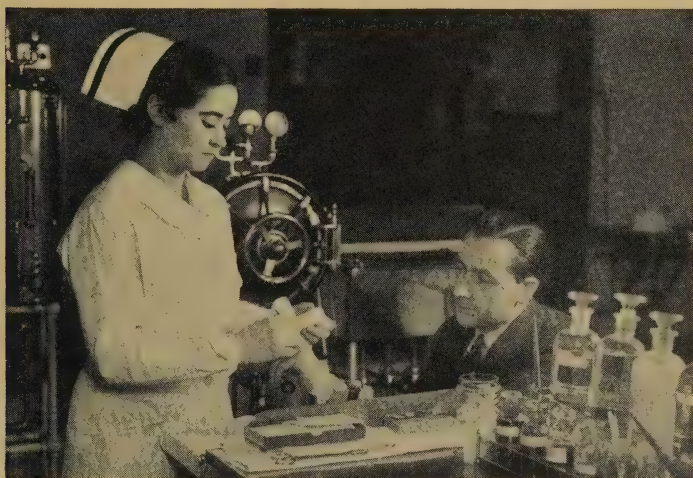
1	2
Major successful school, work, and nonschool experiences	Occupational skill or vocational aptitudes which each type of successful experience suggests
(Rule as needed.)	

your major successful experiences. Include remarks on all school experiences, such as "Good in science," "Type very well," "Play cornet well," "Edited paper successfully," "Made the debate team," "Excellent work in home economics," "Very

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good in design," "Strong in most sports." Also include remarks on all successful major work experiences such as "Solicited subscriptions," "Clerked in hardware store," "Kept books for a grocery store." In addition, include in column 1 all major experiences at home or in leisure time not included in the other two categories.

In column 2, tell what you think each successful experience reveals about your vocational aptitudes. For which type or



types of work does each suggest that you have some ability? Set down the implications of each experience in as much detail as you can. Then submit a copy of your chart to your instructor as the basis for class discussion. Note carefully all types of experience reported by others which you have had, but which you have overlooked in preparing your chart. Jot these down in your notebook chart. Discuss carefully and critically experiences listed by other members of your group. Enter in your chart all

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possible vocational aptitudes associated with your own experiences which you may have failed to identify.

Talk this whole problem over carefully with your vocational counselor or your instructor. Give these considerations your serious attention, for your vocational decisions and planning will have an important bearing on your future usefulness, well-being, and happiness.

It will aid your thinking about suitable vocations to make lists of your probable assets and liabilities for each type of work which you are considering. How can you compensate for each liability listed? Do you have any liability which is likely to be sufficiently handicapping in a particular occupation to warrant dropping that type of work from consideration? Which occupations will most fully utilize your best assets? You should eventually list in your notebook for future reference the three or more types of vocational activity in which you believe you have a lasting interest and for which you think that you possess adequate and suitable combinations of aptitudes. For each occupation in this tentative list, write a paragraph summarizing the evidence which caused you to include it.

How can you best prepare yourself for your vocation?

The following suggestions, if thoughtfully carried out, will help you to think through the problem of how best to prepare yourself for the vocation or vocations which you may be contemplating. Reproduce in your notebook a chart similar in form to the one on page 191. In column 1, enter the names of the three or more vocations which you are most seriously considering. In column 2, list the high school subjects which will prove most helpful in preparing for each vocation. In column 3, give the student activities which will be most valuable in preparing for each vocation. List in column 4 the various types of work or

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1	2	3	4	5
Vocations which I am considering	What subjects in high school will prove most helpful?	What student activities will prove most helpful?	What work and other experiences should I seek during vacations?	What training beyond high school is necessary or desirable?
(Rule as needed.)				

other experiences which you should seek during vacation periods in order better to prepare for each vocation listed in column 1. In column 5, indicate any training beyond high school which is necessary or desirable for each type of work listed in column 1.

Ask the help of your vocational counselor and of your vocational or other instructors in filling out your chart. When you have completed it to your satisfaction, submit a copy of your chart to your instructor as the basis for class discussion. Record in your chart all suggestions made by other students which have value for you. Make any other revision in your chart which appears desirable to you on the basis of your class discussion. Let your chart guide you in planning the many-sided aspects of your program of vocational preparation.

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CHAPTER X

What Will Life Mean to You?

The poet Robert Browning makes Paracelsus, the hero of one of his poems, say:

. . . if I stoop
Into a dark tremendous sea of cloud,
It is but for a time; I press God's lamp
Close to my breast; its splendor, soon or late,
Will pierce the gloom: I shall emerge one day.

When Lindbergh made his famous solo flight from New York to Paris, he flew entirely blind through fog at times with only his instruments to guide his course. Had he not had these guides at his command, he might never have reached his goal. Thus in life's course, do we all encounter stretches of blind flying during which we must depend upon our inner guides alone to see us through. And even when the skies are clear, we shall miss much of the beauty and glory of life's panorama if we are without charts and guides to interpret its meaning.

How can you develop skill in self-direction?

We have been viewing aspects of this problem throughout our preceding study. Let us in our thinking together take an airplane flight over these stretches and secure the aerial perspective. Only as we grasp this total sweep of the picture can we begin to see life's meanings and possibilities.

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What would you think of a Lindbergh who started a flight across a trackless ocean without charts, compass, or altimeter? Your life is a continuous adventure into the unknown. It is a journey which no one else has ever taken, and you will need to



DON'T OVERLOOK THE IMPORTANCE OF INNER GUIDES

chart your own course. Let us together examine some essential considerations.

Do you have an adequate knowledge of self? Your personality is your airplane, as it were, in your life's flight. Do you understand it well enough to fly it intelligently? Do you know its

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strong and weak points? Do you know how to operate it with the least wear and the highest efficiency? Do you know how to make it perform at its very best? Do you know enough about its mechanism to detect danger signals and have defects attended to before they become serious?

All of our study of self has been for this purpose—enough self-knowledge to make intelligent self-direction possible. All of our reactions are clues to ourselves—to our interests, abilities, motives, and drives—if we know how to interpret them. Of course, we should not become so preoccupied in this self-study that we bring ourselves to the plight of the centipede in the oft-quoted ditty that, when asked which leg comes after which, “lay distracted in the ditch, uncertain how to run”! But we cannot trust to instinct in our living, as does the centipede.

The gaining of self-knowledge is a lifelong process, and as we acquire more and more self-insight, the bits fit together like the pieces of a jigsaw puzzle and become less perplexing. Too great self-concern and self-consciousness may prevent rather than aid self-knowledge. We need to learn how to study ourselves objectively at appropriate times and then forget ourselves as we “take off” in the interesting adventure of living happily and effectively. We can do this more easily as we master the techniques of clear thinking, emotional control and direction, habit formation, effective learning, and continual adjustment to ever-new situations. Have you made progress in these respects?

Do you have an adequate understanding of the world and of others about you? We have already considered how dependent we are upon others, not only for our very existence, but also for the development of our personalities and for the realizing of life's values and satisfactions. Only as we learn to live and

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share ourselves with those about us can we develop our best talents and be ourselves in the best sense of the word. Are you so living your life that you are becoming a truly social individual, as interested in the welfare of others as in your own good? Are you wanted by others because of what you contribute to their lives, as well as wanting others yourself because of what they mean in your life?

To live most richly we need not only to live in the vivid present but also to appropriate and use our inheritance from the past. The cumulated experience of the human race is the richest heritage that may fall to the lot of any man. Without it we should all start as the lowest savages and progress but little beyond that stage during the relatively brief span of our individual lives. The experience of all preceding generations is the foundation upon which each generation builds and to which each adds its big or little share. Without it man would be like a mole burrowing in the earth; with it his vision encompasses time and space too vast to imprison in words. It gives the perspective without which no life can be directed intelligently. Are you appropriating your share of this cumulated experience during your high school years? These years afford you some of your best opportunities for mining this wealth through your studies.

And what of the future? Science is transforming our world at a breath-taking speed. Descriptions of our present civilization with its streamline trains, automobiles, and airplanes, its radios and intricate machinery would have seemed like fairy tales or strange dreams to our great-grandparents. And new wonders are ahead.

Will you keep abreast of your emerging world and adjust yourself to it intelligently? Will you prevent yourself from being a mere cog in the machinery of a technological world at the same time that you keep yourself in harmony with it?

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What will you contribute to the progress which enriches your life? Such questions cannot be answered once for all, but must be kept ever in the foreground of a realistic, worth-while life.

Do you know where you wish to go? Many individuals never arrive at a destination because they do not have an answer to this question. It has been aptly said that the world stands aside for the man who knows where he is going. This right of way may, of course, mean the way to futility or frustration if the goals ahead have not been wisely chosen in the light of significant life values, and if the course has not been clearly charted.

Also, the goals may shift from time to time as we reach new points on life's journey, gain new perspectives, and see new values ahead. And we may be cut off from some much-desired goal by seeming ill luck or fate. However, the important thing is always to have objectives ahead which beckon us on. These goals should not all be so far away as to discourage us and perhaps cause us in weak moments to turn back.

Have you set for yourself some goals in life for which you are willing to give your very best effort and to sacrifice immediate pleasures when necessary? Not until then can you taste the keen joy of high adventure. And, should the attainment of one of these goals ever cause you to settle back in complacency, or the failure to reach one cause you to give up in despair, you will have missed the true meaning and purpose of life. Yesterday has no value save as it makes possible a finer tomorrow. Tomorrow is a reality only when it is lived as today. Thus we create ever-new meanings as we live.

Do you have standards of value for choosing worth-while experiences?

Why do you want what you want? Why do you do what you do? A veritable barrage of influences from the world around you

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and from within yourself are playing upon you every moment that you live. Are you letting chance determine which of these contending influences will win out and be built into your life, or are you taking an active part in the game and choosing your own experiences intelligently insofar as you are able to do so?

In early childhood our environment is circumscribed by our limited powers, and others make many decisions for us. In adolescent and adult years the sphere of possible choices widens gradually until the variety oftentimes becomes bewildering. How free are we actually in making these choices? A philosopher once said that while man may *will* what he does, he cannot *determine* what he wills. That is, no matter how free we may consider ourselves to be in choosing new experiences, our actual choices at any time will be determined by previous choices and experiences.

This fact would seem to make us slaves to our past. The all-important questions are: first, whether we can gain freedom for self-direction by consciously striving to build up standards of value, appreciations of what are the worth-while things in life; and second, whether we can become our own masters by choosing the experiences which can make these values realities in our own lives. It is the faith of the authors that we can do both of these things. Let us consider, therefore, some of the life values which have been tested in human experience and found to be worth while.

The search for truth. "No pleasure," wrote Francis Bacon, "is comparable to the standing upon the vantage ground of Truth." But what is truth? And how can we know it? These questions have puzzled mankind in all ages. Many methods have been used in the attempts to answer them. Many lives have been sacrificed in warfare over different views.

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Today the most widely prevailing method of search for new truth is the scientific method. This method has opened up a vast universe for exploration; it has revealed to us the extent of our ignorance about life. It has, thereby, helped to make us more tolerant about differences of opinion at the same time that it encourages intolerance of bigotry, prejudice, and superstition. It has revealed a world of meaningful relationships which challenge our power to understand them and to order our lives in harmony therewith. The application of knowledge about the physical world gained by means of the scientific method has revolutionized our material existence—the world of things. Our social realm—the world of people—is still largely untouched by the influence of the scientific method.

We have been using this method in our approach to the study of self and of life problems. How well are you applying it in your own thinking and living? Which is more important to you: your beliefs, or the truth, whatever it may be? Would you rather seek for better reasons for your opinions, or for better opinions? The true answers to these questions will very largely determine how much truth you will ever discover about yourself or anything else.

The scientific method need not eliminate faith from our lives. The true scientist has an abiding faith in a universe of orderly relationships, and in the value of his work. Science attempts to answer the question "What?" not "Why?" nor "How?" We need faith, tested and strengthened by our experience, in the realms of life untouched by science.

Sir James Jeans, a great scientist, has said that we of the present age are pioneers setting out to explore a new country. Those who come after us, he prophesies, "will think of our age as the Golden Age, the glorious morning of the world.

And I, for one," he says, "do not regret that fate has cast my life in it."

The quest for beauty. "Beauty is truth, truth beauty," wrote the poet John Keats. Of how many of the myriad forms of beauty in the world are you aware? Does something deep within you respond to the song of a bird, to sunrise on a snow-capped mountain, to moonlight on a peaceful lake, to a gentle summer breeze, to the fragrance of new-mown hay, to the feel of freshly plowed soil? Can you sense the rhythmic poetry of a great city with its traffic roar and its skyline? Can you really live in the art, music, and literature which the great masters have bequeathed to you? Do you find beauty in the common things of life about you? Do you recognize beauty in ways of living and in the human personality, no matter what its exterior appearance may be?

Until you have become sensitive to both beauty and ugliness in many of these varied manifestations of life, you have not really begun to live. How shall you develop your standards for judging what is beautiful and what ugly? Many people depend upon others for these judgments, accepting uncritically the dictates of a school or a critic. Outside the realms in which the critics operate, such as painting, music, and literature many people fail to see and enjoy the beauty all around them, since they have never learned to discover and judge it for themselves. It is to be questioned whether they really appreciate beauty in the deepest sense when its recognition does not come from within their own experience.

This does not mean that aesthetic appreciation develops spontaneously. It requires effort and training. There are principles and techniques to be learned. Many of your high school activities will afford you this needed training. Our aesthetic appreciations, however, form so vital a part of our

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personalities and are so intimately related to our individuality as persons that it is desirable to develop our own standards gradually, rather than to accept ready-made molds. Observe your own reactions of pleasure and distaste to things about you. Compare your reactions with those of others, including, of course, your instructors trained in the aesthetic fields. Gradually you will know what you like and why you like it. Then you will be on the road leading to true individuality and will be paving the way for some of the deepest and most lasting of life's satisfactions.

Never overlook, in your quest for beauty, the possibilities that are inherent in every human personality. What would our world be like without kindness, sympathy, love, a sense of justice and of humor, fair play, patience, divine discontent, self-sacrifice, courage, and reverence? Recognize these manifestations of beauty in human life and strive to contribute your share to the enrichment of life in these respects. Living would doubtless be a happier experience for everyone if each of us prayed earnestly to our own God as did the Greek philosopher to his, "O beloved Pan, and all ye other gods of this place, grant me to become beautiful in the inner man."

Striving for the good. "Goodness is a special kind of truth and beauty. It is truth and beauty in human behavior," wrote H. A. Overstreet in *The Enduring Quest*. What constitutes truth and beauty in human conduct? This question is not always easy to answer in judging either our own or another's acts.

What are the determiners of your behavior in any situation? When you were a young child, your conduct was largely controlled by other people or by your fear, self-interest, or desire for approval. To what extent do these influences still operate in your life? How often do you act from an altruistic

motive, that is, real interest in the welfare of someone other than yourself? How often do you choose a course of action on the basis of what you consider right or good instead of how it may affect you personally? Do you anticipate and weigh various outcomes of alternative courses of action before making important decisions? Do you see how your conduct affects others and how the conduct of others affects you?

You have not really grown up until you have faced these questions squarely and learned to make your decisions in the light of the effects of your conduct upon others. You may reply that many people must never grow up. True enough! But does our present world satisfy us? Are most people as happy as they might be?

Even with the acceptance of this social principle of conduct, our task of choosing the good is not simple. We live in a world in which the good and the undesirable are intermingled. Also, what is good in one situation may be bad in another. We live in a complex world in which we cannot always discover what effect our behavior will have upon others. How can we be honest with ourselves in striving for the Good Life, when we must often act in ignorance?

The philosopher Immanuel Kant has given us a helpful answer to this question. Kant suggests that one should treat humanity, whether in oneself or in others, as an end, not simply as a means. The application of this principle involves respect for every personality, including one's own. Certainly truth, beauty, and goodness would triumph in any life activated by this principle.

Will such a life be likely to be a happy one? Past human experience as it has been preserved and interpreted in the writings of philosophers, novelists, and dramatists frequently suggests that happiness is not achieved through direct effort.

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All of us wish intensely at times to capture the bluebird of happiness. No one seems, however, to have captured it in direct pursuit. There is much evidence in human lives that happiness is the by-product of wholesome living. Study those about you to try to discover their sources of happiness. Talk with others your own age and with older people whom you admire to find out what they think makes them happy. Read biographies and autobiographies for the same purpose. Search yourself to discover what makes you happy now. What do you think will be the sources of your happiness in life? In old age? Are these sources of happiness likely to vary at different ages? What does your answer to this question suggest regarding your problems of life-planning?

What is a successful life?

Probably no one final answer can ever be given to this question. Each one creates his own answer out of the fabric of his life. Each answer changes as we weave new patterns into the fabric through our new experiences. It is the expression of whatever meaning we attach to life.

During the past few generations material values seem to have dominated in our civilization. This emphasis was a natural outgrowth of the industrial revolution and was intensified by the opportunities for the appropriation and use of natural resources in a new country. The accumulation of wealth engrossed the attention of many.

Today there is considerable evidence that our standards of success are changing. The desire to live a significant life has caused many to search for new meanings and, therefore, new values in life. More and more we are recognizing that success or failure cannot be judged in terms of tangible external achievements; that "man does not live by bread alone," and

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that out of his spirit may come a richer and more abundant life than that which issues from the struggle for wealth and prestige.

What new standards of success are emerging today? Your generation should answer this question, since you will be the ones who must put a value on these standards as they apply to your lives. Do you see social justice and human welfare placed before selfish profits and prestige in the democracy of your day? Do you see how social understanding and social co-operation can produce a world in which all your fellow beings may have the opportunity along with yourself to develop their best potentialities and enjoy abundant happy living? Do you see how impossible it is for any human being to work, play, or live into himself alone? Do you have a vision of how we human beings could co-operate to create a better environment for all? How shall you contribute your share of service to your generation for the enrichment of life?

Would we eliminate adversity and unhappiness in such an environment? Who can tell? Also, who can say that adversity, and even failure, may not have value in life? Some would claim that our best growth oftentimes comes through insight wrought by suffering, and through mastery over difficulties. Philosophers have sometimes pointed out that adversity and failure seem inevitable at times for all of us. Our problem in this respect is to learn how to fail graciously, if need be, and how to use a failure or a difficulty as a means of deeper understanding and as a steppingstone to real success in self-mastery and fine living.

What shall be your design of personality?

Fate places certain threads, as it were, in our loom of life. Our task is to weave the pattern of our life fabric with these

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threads of which each of us has enough and to spare. What shall your life pattern be? As you create the design in your thinking and make it a reality in your living, you are becoming the master of your fate. May you weave wisdom and happiness into your pattern through service and self-realization!

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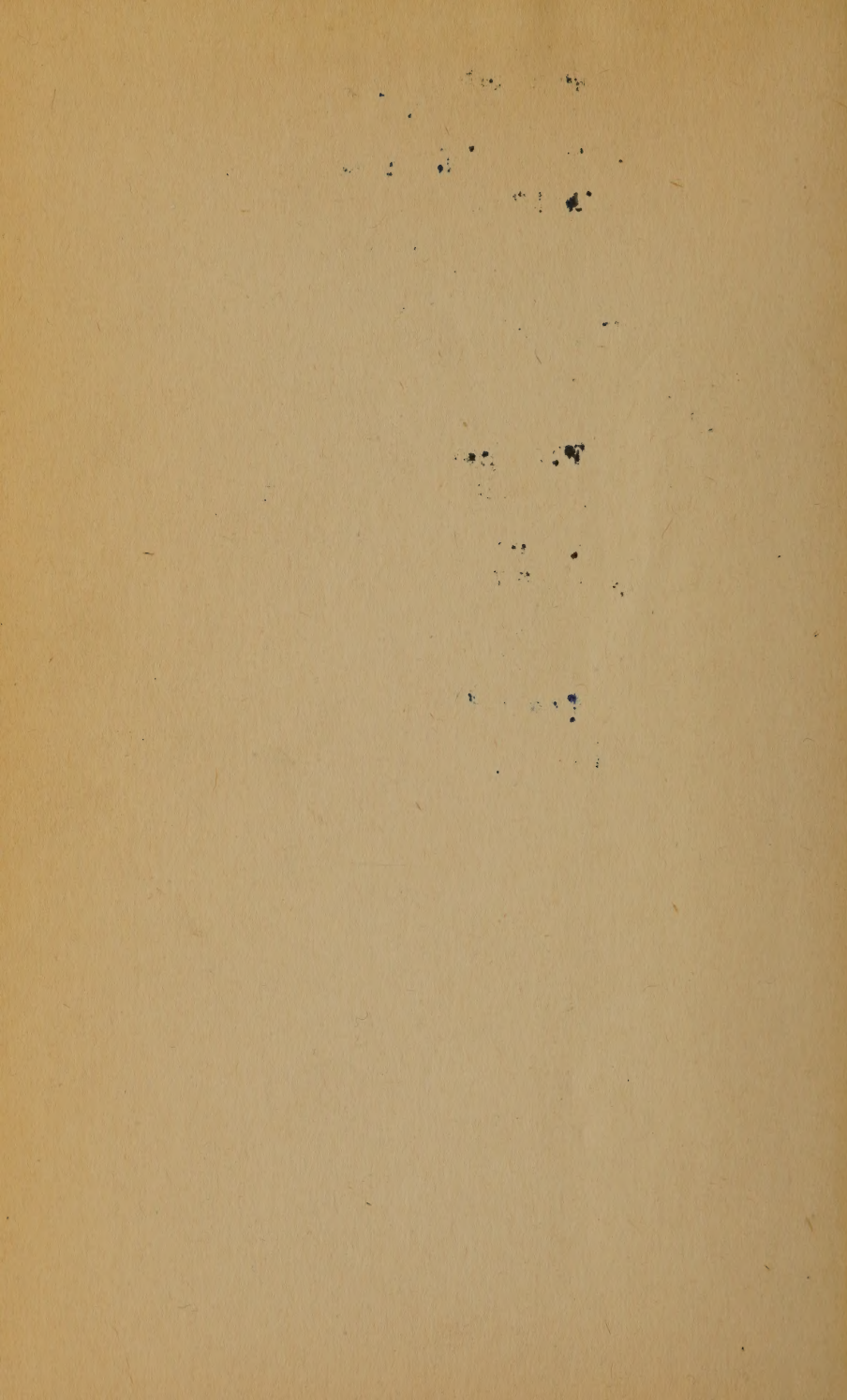
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